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NEW JERSEY
STATE NORMAL SCHOOL
TRENTON



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SIXTY-THIRD ANNUAL REPORT
AND CATALOGUE

1917-1918

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STATE NORMAL SCHOOL, TRENTON, N. J.

SIXTY-THIRD ANNUAL REPORT
AND CATALOGUE
OF THE
STATE NORMAL SCHOOL
AT TRENTON
1917—1918

TRENTON, N. J.
MacCrellish & Quigley Co., State Printers
1918

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1918

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Associate in Domestic Science

ISABEL CLARK,
Associate in Psychology

JESSE LOVE,
Associate in Science

Faculty Committees

Entertainments: MISSES DYNES, HERCKNER, HEWARD, MACPHERSON, TAYLOR, and DR. LEAVITT.

Faculty Meetings: MISSES STOUT, GAMBRILL and WELLS, MESSRS. CLARKSON and SECOR.

Faculty Representative on "Signal" Staff: MR. SEYMOUR.

Library: MISSES NELSON, BARTLETT, GREEN, HUTCHINSON, KUHN, and MR. HEWITT.

Literary Societies: MISSES McNARY, BREWSTER, GAMBRILL, KUHN and MACPHERSON, MESSRS. HEWITT and SCOBAY.

School Festivals: MISSES KUHN, BACKSTER, CRESSMAN, HERCKNER, HEWARD, LAFETRA, MACPHERSON and McNARY, MRS. CROWELL, MRS. THOMAS, and MR. BURT.

Literary Contests: MR. HEWITT.

Society Finances: MR. CLARKSON, custodian.

Student Honor Association: DR. MUMPER, MISSES GAMBRILL and McNARY.

Training School Course of Study: MR. SECOR, MISSES BUDD, CRESSMAN, DYNES, GAMBRILL, HERCKNER, HEWARD, HUGHES, MACPHERSON, McNARY, REED, REILLY, SHEPPARD, STOUT and WELLS, MRS. CROWELL, MRS. THOMAS, MESSRS. BURT, CLARKSON, LEAVITT and SCOBAY.

Acting Principal's Report

To the State Board of Education

GENTLEMEN :

Owing to prolonged ill health Dr. Green was unable to continue the active duties of the principalship of the school and your Board appointed W. B. Secor, at that time Supervisor of the Model School, as acting principal for the year 1916-1917.

RETIREMENT OF DR. GREEN

The retirement of Dr. James M. Green June 30, 1917, as principal of the State Normal School at Trenton, brought to a close a long and useful term of service. It seems fitting at this time to call to your attention some of the larger services rendered the people of the State during his connection with the school.

When Dr. Green came to the institution February 11, 1889, the school plant consisted of the original two wings constructed in 1855 and 1857 respectively, housing the Normal and Model Schools. Since that time there have been added the central building, the wing including the two gymnasiums and the wing opposite the gymnasiums. The dormitories have been enlarged from the Boys Hall and Centre Hall by North and South Halls, making a capacity and equipment sufficient to take care of four hundred and fifty boarding students.

When Dr. Green came to the school he found an enrollment of 255 in the Normal School and 445 in the Model School. During his administration these enrollments increased to 668 and 641 respectively.

At once upon assuming the principalship of the schools Dr. Green proposed to the State Board of Education a plan of approving high schools in order that students might come to the Normal School from these institutions without an examination. The plan was accepted, and the result has been that 132 public

high schools and 51 private institutions have been enrolled on the list of approved schools, and are now sending students to the normal schools.

As the Normal School grew in numbers, the facilities for student teaching afforded by the Model School became more and more inadequate. In 1898, consequently, Dr. Green proposed the present plan of sending students to centres throughout the State to do part of their student teaching. It was adopted by the Board and in practice has worked out most successfully.

Aside from the services that have been mentioned, Dr. Green profoundly influenced the educational thought throughout the State through his addresses and writings on educational topics. He knew the needs of the State in educational matters better than almost any other man of his time, and in satisfying these needs he gave evidence of true educational leadership.

ELECTION OF THE NEW PRINCIPAL

Dr. Green was succeeded on July 1, 1917, by Dr. J. J. Savitz, Superintendent of Schools at Westfield, New Jersey. Dr. Savitz brings to the principalship of the school an unusually broad and varied experience in educational matters. Born and reared in Pennsylvania, he obtained his elementary education in the schools of that State. He later attended the Kutztown Normal School and Lafayette College. His Bachelor's, Master's and Doctor's degrees were conferred by New York University.

To show Dr. Savitz's unusual preparation for the position to which he has been appointed I can do no better than to quote from an editorial in the *Newark Evening News*: "The selection of Dr. J. J. Savitz, Superintendent of Schools of Westfield, as principal of the State Normal School at Trenton, is a wise choice by the State Board of Education. Dr. Savitz, to an unusual degree in his educational career in New Jersey, has familiarized himself with the needs of both city and rural schools in the way of prepared teachers. As County Superintendent of Union, as Assistant State Commissioner, a position from which he voluntarily retired for purely personal reasons, and twice as Superintendent at Westfield, Dr. Savitz, essentially an organizer, has

had the opportunity to learn the ins and outs of the problems that he will have to undertake. Combined with this special knowledge, he possesses a personality that makes him popular with subordinates and pupils, and augurs well for a successful and inspiring administration at Trenton."

RESOLUTIONS CONCERNING THE HIGH SCHOOL TEACHERS COURSE,
MODEL SCHOOL, AND THE SPECIAL COURSES IN MUSIC.

On February 3, 1917, the State Board of Education passed the following resolutions:

"WHEREAS, The number of applicants for the four year course for teachers as at present maintained in the Normal School at Trenton does not warrant the expense of its continued operation; therefore be it

"Resolved, That it is the policy of this Board to discontinue this four year course at as early a date as may be practicable."

"WHEREAS, The Model School operated in connection with the Normal School at Trenton is maintained for the purpose of furnishing practice teaching for the Normal School students; and

"WHEREAS, The High School course as at present maintained is of no value for the great body of students composing the enrollment in the Normal School; therefore be it

"Resolved, That it is the policy of this Board to discontinue the High School Department of the Model School at as early a date as may be practicable."

"WHEREAS, There is at present maintained in connection with the operation of the Normal School at Trenton a Department of Music, comprising special instruction for the voice and for proficiency upon various instruments; and

"WHEREAS, These courses of instruction are in excess of the needs of a school maintained solely for the preparation of teachers in the elementary grades, and of instruction for similar purpose as maintained at the other State Normal Schools at Montclair and Newark; therefore be it

"Resolved, That it is the sense of this Board that at the close of the present school year such courses of instruction shall be discontinued and the work in Music be confined to voice instruction as at present maintained by Miss Heward and her assistant, along the lines in force at the Normal Schools at Montclair and Newark."

On April 7, 1917, the following resolution was passed:

"That all departments of the Model School at Trenton be terminated at the end of the present year."

In compliance with these resolutions the Model School was abolished and the High School Teachers course terminated at the end of the school year 1917. A plan was worked out, however, whereby students having already completed two years or more of the High School Teachers course could remain and receive the diploma on completing the requirements of the course.

The Music courses in Piano, Voice and Violin have been abolished in compliance with the above resolution, and the rooms in the dormitory set aside for the use of this department are now available for students.

HONOR ASSOCIATION

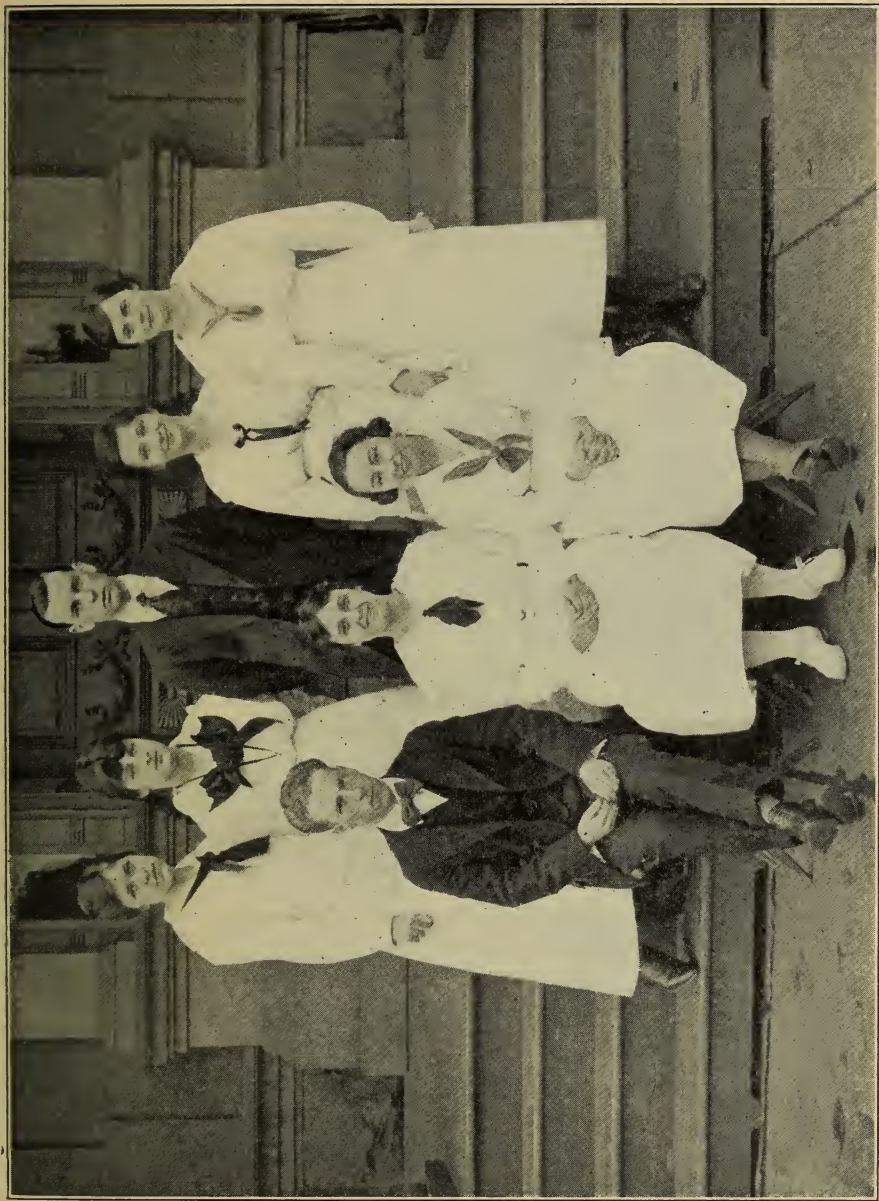
In response to a questionnaire submitted to the student body by the faculty of the school the students almost unanimously expressed a desire to assume larger responsibility in the control of those matters that have to do with student honesty and honor in school life. Accordingly representative students in conjunction with members of the faculty worked out a plan of student control which was adopted by the school.

FINANCING STUDENT ACTIVITIES

With the increase of the number of students enrolled in the Normal School there had naturally come an increase in the number of student organizations. Each of these organizations had formerly administered its own finances independently. It was deemed wise to adopt a plan which should concentrate and facilitate the control of the finances of the various student organizations. A scheme was adopted and became operative February 13, 1917.

From that time until June 30, 1917, there was received from all organizations \$2,173.57 and paid out by check \$1,772.88, leaving a balance of \$400.69.

The working out of the scheme has accomplished the following results: prestige among the various business houses of the city; absolute correctness as to the money received and paid; absolute check upon the funds of each organization and its offi-



SENATE OF THE HONOR ASSOCIATION.

cers; the means of knowing what sum was spent at each of several stores, giving a basis upon which to solicit advertisements for the school paper, The Signal.

EXTENSION OF PRACTICE TEACHING

To the end that our graduates on leaving the institution shall have had the maximum amount of practical training in actual teaching, it seemed wise to extend the period spent in the work of teaching at the student teaching centres. The time was accordingly increased from five to six weeks.

EMERGENCY COURSES

Toward the end of the school year the State Department of Education and the State Department of Agriculture appealed to the schools of the State to do all in their power to assist in the production and conservation of food. In response to these appeals the departments of nature study and domestic science prepared two courses entitled Emergency Course in Gardening and Club Management, and Preparation of Food in the Home. They were given to volunteer classes of students after school hours, the girls paying for their own materials. These courses were popular and the results obtained very satisfactory.

FREE SUPPLIES

In order that the students in the Normal School might be furnished with pencils, paper, notebooks and school supplies in the same manner as the pupils in the high and elementary schools of the State, the Board asked the Legislature for a special appropriation of \$4,000. The Legislature granted the request, but as an item in the regular appropriation bill. For this reason the money did not become available until the first of November of the present year. We are now about to make use of it for the purpose designated.

REPAIRS AND PROTECTION AGAINST FIRE

During the summer months the usual repairs and replacements have been made, and in addition contracts have been made for the installation of fire-escapes in the dormitories and smoke doors at the entrances of the stairways on each side of the auditorium in the Normal School building.

One of the battery of boilers in the heating plant was condemned by the State Inspector. During the school year 1916-1917 the school was seriously handicapped in its work because of the inefficiency of the heating plant, owing to the absence of this boiler. The last Legislature appropriated \$2,500 for the installation of a new boiler. The work of installation is going on at the present time, and it is to be hoped that it will be completed in the near future.

ENROLLMENT

NORMAL SCHOOL

	<i>Men</i>	<i>Women</i>	<i>Totals</i>
First quarter,	24	643	667
Second quarter,	24	623	647
Third quarter,	25	608	633
Fourth quarter,	23	597	620
Number of students enrolled during the year,	26	680	706
Number of new students who entered Normal during the year:			
High school graduates,			334
College graduates,			2
Returned after a period of absence,			5
Total,			341

MODEL SCHOOL

	<i>Boys</i>	<i>Girls</i>	<i>Totals</i>
First quarter,	208	294	502
Second quarter,	203	287	490
Third quarter,	203	281	484
Fourth quarter,	198	276	474
Number of students enrolled during the year,	217	303	520
Average number enrolled per quarter,	203	285	488

GRADUATES

	<i>Men</i>	<i>Women</i>	<i>Totals</i>
The Number graduated from the Normal School during the year,	7	278	285
The Number graduated from the Model School during the year,	14	22	36
Of this number 6 entered the Normal School			
8 entered college			
8 are in other institutions of learning			
6 are in business			
1 is in the army			
7 are at home			

The following table shows the distribution of the students in the Trenton State Normal School, and of its graduates employed in New Jersey:

<i>Counties</i>	<i>Number in Normal 1916-1917</i>	<i>Number of Graduates Employed</i>
Atlantic,	24	99
Bergen,	17	277
Burlington,	61	117
Camden,	35	186
Cape May,	18	33
Cumberland,	64	83
Essex,	3	275
Gloucester,	26	52
Hudson,	36	245
Hunterdon,	24	52
Mercer,	136	274
Middlesex,	53	259
Monmouth,	65	203
Morris,	20	101
Ocean,	26	28
Passaic,	2	92
Salem,	16	39
Somerset,	14	72
Sussex,	15	27
Union,	21	106
Warren,	21	36

FACULTY

The closing of the Model School and the organization of a Training School composed of pupils of elementary school age living in the vicinity of the Normal School made necessary a number of changes in the faculty.

Mr. W. B. Secor, Supervisor of the Model School, was retained as Principal of the Training School, and appointed head of the department of pedagogy in the Normal School.

Miss Sarah R. Budd, a teacher in the high school department of the Model School, was transferred to the Normal School as assistant supervisor of practice.

Mrs. Agnes H. Thomas, formerly Miss Agnes B. Hummer, a critic teacher in the Model School, remains an instructor in the Normal School as assistant supervisor of practice.

Miss Alice L. Brewster, a teacher of English in the high school department of the Model School, was made instructor in English in the Normal School.

Miss Rachel W. Taylor, a teacher of drawing and hand work in the Model School, was appointed instructor in the art department of the Normal School.

Miss Eleanor B. Parmenter, a teacher of history in the high school department of the Model School, was transferred to the history department in the Normal School.

The following new teachers were appointed:

Miss Charlotte Herckner, instructor and critic in industrial arts.

Miss Herckner was graduated from the Millville High School and Teachers College, Columbia University. She received a diploma from the New York School of Fine and Applied Arts, and credit from New York University for all work offered by Dr. Haney in supervision, public speaking, methods and applied design for the elementary grades and high school.

She has been supervisor of industrial education in the schools of Hackensack, New Jersey, for the past nine years, during which time she lectured at institutes in New Jersey and was instructor in industrial education in Cape May and Ocean City summer schools.

During the year 1916-1917 she took graduate work in supervision at Teachers College. Five months were spent in field work investigating conditions for Dr. Dean in vocational education, Dr. Bonser in industrial education, Dr. Bowman in junior high school work, and Dr. McMurry in supervision. She

visited many of the large cities in the West where unusual work in the departments named above is attempted.

Miss Herckner is also assistant principal of the Training School.

Miss Margaret E. Wells, assistant supervisor of practice.

Miss Wells is a graduate of Teachers College and her Master's Degree was conferred by Columbia University. Some of her work was done at Cornell and in the Biological Laboratory at Cold Spring Harbor, L. I. During her early work in elementary schools she was a leader of the social center movement, organizing a number of clubs for factory girls and boys as well as for children, and breaking the ground for the first community gardens in Reading, Pa. She has taught in the State Normal School at Indiana, Pa., the Brooklyn Training School for Teachers and the State Normal School at Warrensburg, Mo. For two years she supervised the 3d and 4th grades in Speyer School, the practice and experimental school of Teachers College. She is the author of a series of textbooks entitled "How the Present Came from the Past."

Miss Mary M. Reed, assistant supervisor of practice.

Miss Reed is a graduate of Lock Haven, Pa., Normal School, and of Columbia University. In addition she has taken summer courses at Harvard and lecture courses at New York University. Miss Reed has taught successfully in elementary and high school grades, and for the past three years has been director of the training department of the Normal School of Gorham, Maine.

Miss Anna S. Cressman, instructor in physical education.

Miss Cressman is a graduate of the West Chester, Pa., Normal School and of the New Haven Normal School of Gymnastics, and has completed lecture and summer courses in private schools, in Yale University, and the University of Pennsylvania. She has taught successfully in private and public schools, as well as in the State summer schools, and comes to us after six years of work as instructor in physical education in the Philadelphia high schools.

Miss Charlotta Woodhouse, associate in domestic science;

Miss Frances E. Reimann, associate in biology;

Miss Isabel W. Clark, associate in psychology;

Mr. Jesse Love, associate in chemistry.

Upon the retirement of Miss Margaret I. Wade as assistant preceptress at the Boarding Halls, Miss Sophie Shepard Hogan was appointed to the position.

Miss Hogan is a graduate of the New York Normal School of Physical Education and has studied at Teachers College, New York University and the University of California. She has been director of physical education in Kent Place School, Summit, N. J., National Cathedral School, Washington, D. C., Plainfield Seminary, Cumnoch School of Expression, Los Angeles, and Cumnoch Academy. Miss Hogan was the founder and principal of the Hollywood School for Girls, Los Angeles.

At her own request, Miss Grace A. Wood, assistant supervisor of practice, and instructor in kindergarten methods, was granted leave of absence for the year.

Miss Edna V. Hughes was appointed to take Miss Wood's place. Miss Hughes was graduated from the State Normal School at Trenton and has taken extension work given by Teachers College and the University of Pennsylvania. She was a resident student at Teachers College in 1910 and 1915. She has taught successfully in the kindergarten and primary grades of the Trenton public schools, and was instructor in kindergarten and primary methods, and supervisor in the Carroll Robbins Training School. During the summers of 1916 and 1917 Miss Hughes served as demonstration teacher in the Collingswood summer school.

LECTURES

A number of lectures and recitals were given before the school, most of them designed to supplement departmental work, as follows: Bright Eyes and Wild Hearts of Our Northern Woods, by Mr. Chauncey J. Hawkins, Jamaica Plain, Mass.; England To-day, by Mr. S. K. Ratcliffe, of the London University Extension Board; Latin America and the United States, by Mr. John William Slaughter, Philadelphia, Pa.; Preparation for Old Age, by Dr. Jeremiah W. Jenks, New York University; Child Expression in Music, by Evelyn Fletcher-Copp, Brookline,



TABIEAU FROM THE THANKSGIVING FESTIVAL.

Mass.; How New Jersey Serves Its Citizens, by Mr. Uriah McClinchie, President of the Board of Education, Irvington, N. J.

MISCELLANEOUS ENTERTAINMENTS

Suitable entertainments were conducted in recognition of the various holidays. Notable among these was the one in honor of Thanksgiving day, by the department of history, a playlet dealing with the origin of Thanksgiving and tracing it to the Puritan days; a Christmas program written and arranged by the department of German; and the Memorial Day celebration, a patriotic pageant, followed by an address by Col. E. C. Stahl.

In recognition of Arbor Day the school took up a collection, with a part of which a silk flag for the auditorium platform was purchased, the balance being donated to the students' sweater fund for the Trenton soldiers at Camp Dix.

The Philharmonic Orchestra, of the violin department, gave a complimentary concert, assisted by Carl Kneisel, cellist, and Ruth Greenwood, pianist; and the pupils of the Department of Music gave their usual spring recital. These two concerts were the last from their respective departments, which were discontinued at the close of the school year.

SOCIETIES, ORGANIZATIONS, ETC.

There are eleven societies and clubs in the school, viz., the Normal Dramatic, the Normal Pedagogical, the Philomathean, the Manual Training and the Philomela Glee clubs, the Shakespeare, Arguromuthos, Gamma Sigma, Theta Phi, Ionian and Round Table societies, and the Y. W. C. A. of the Girls Hall.

The general program of the literary societies at their weekly meetings includes oration, recitation, reading and debate. The glee club holds weekly rehearsals and contributes music for various school activities.

A number of the societies gave somewhat informal Friday evening programs for the entertainment of the boarders during the recreation hour. In addition to these entertainments more

formal programs were given in the auditorium, as follows: concert by the Orpheus Glee Club, assisted by Mr. George Rasely, tenor, and Mr. Paul Ambrose, accompanist; The Gypsy Girl of Hungary, an operetta in two acts, presented by the Philomathean Club; The Ladies of Cranford, by the Theta Phi Society; the annual Gamma Sigma minstrel show; and a concert by the Philomela Glee Club, assisted by Miss Mabel Stephenson, soprano, and the school orchestra.

All of the literary societies enter into a series of trial contests. The final contest was between the Arguromuthos Society and the Shakespeare Society. It consisted of orations, recitations, short stories and debate—the latter on the subject, Resolved, That the city manager form of municipal government should be adopted in all New Jersey cities. The contest was won by the Arguromuthos Society, which took the affirmative side in the debate.

The Eastern Interscholastic Oratorical Association held its fourteenth annual contest at the Pennington School. The contest was won by Peddie Institute. Conrad H. Mumper represented the Thencanic Society of the Model School.

The fourth public debate between Swarthmore College Freshmen and the New Jersey State Schools Contest Association was held in the auditorium of our school on the subject, Resolved, That Congress should enact legislation providing for compulsory arbitration of disputes between organized labor and capital, (constitutionality waived). The Contest Association took the negative and won the debate.

THE SIGNAL

The Signal, the official publication of the student body, is issued monthly. It aims to express current opinion and to reflect the life, work, and spirit of the school. It seeks the co-operation and suggestions of the faculty and students in all its departments.

The Signal is particularly anxious to enlist the support and interest of the thousands of alumni scattered throughout the

State. There are reporters in each county who eagerly gather news of graduates each month. In this way The Signal becomes not only the connecting link between the graduate and his Alma Mater, but also the link between graduates themselves.

The exchange department keeps the school in touch with the outside world, and the movements in other secondary schools and colleges. The Signal exchanges with schools in China, the Philippines, South America, and Alaska.

During the past thirty-three years of successful work The Signal has called forth favorable comment from local, state and other periodicals. In its archives are to be found the names of men and women prominent in the educational and business world to-day.

COMMENCEMENTS

The awarding of diplomas to the February class of the Normal School took place in the auditorium on the morning of Friday, February 9th.

The Grammar A promotion exercises were held Monday, June 18th. Among the leading features of the program were a demonstration in first aid dressing, bandaging and carrying, and an original dialogue by four boys entitled "In a Printer's Shop".

The senior day exercises of the Normal School consisted of folk dances in national costume, marching, etc.

The graduating classes gave no formal class day programs. Instead, the Model class tendered a reception to their relatives and friends in the gymnasium, and the Normal class spent the day usually devoted in part to class day in Red Cross work.

The Model School commencement was held June 21st, and the Normal School commencement June 22d.

ALUMNI

The Alumni Association held its twenty-ninth annual meeting Saturday, June 23d. A business meeting was held in the auditorium, followed by luncheon in the gymnasium. Here a

program was given consisting of greetings by Acting Principal W. B. Secor, addresses by President Charles A. Philhower, Dr. W. N. Mumper, and Principal-elect J. J. Savitz; responses by Karl Mautz, president of the Model graduating class, and Mildred Stults, vice-president of the Normal graduating class; soprano solos by Miss Mabel Stephenson, and the presentation by Mr. Philhower of the newly elected President of the Association, Miss Alice F. Wyckoff.

Resolutions were passed expressing appreciation of Dr. Green's devotion and long service to the educational interests of the State, and his active interest in the welfare of the Alumni Association, which he founded.

At the business meeting the following officers were elected for the ensuing year :

President, Miss Alice F. Wyckoff, Normal and Model, Lawrenceville.

Model Vice-President, Mr. Charles C. Hewitt, Normal and Model, State Normal School, Trenton.

Normal Vice-President, Mrs. Charles H. Cooley, 21 Lenape Avenue, Trenton.

Corresponding Secretary, Miss Helen P. Hutchinson, Normal, State Normal School, Trenton.

Recording Secretary, Mrs. Albert T. Stretch, Normal and Model, 207 Academy Street, Trenton.

The North Jersey Alumni Association held its twenty-first annual meeting at the Hotel McAlpin, New York, Saturday, April 28th, 1917.

The following officers were elected for the present year :

President, Mr. Reeves D. Batten, Supervising Principal of Schools, Lyndhurst, N. J.

Vice-President, Mrs. C. O. Blaisdell, 1091 Bushwick Avenue, Brooklyn, N. Y.

Secretary and Treasurer, Mr. Harold H. Phillips, Bloomfield, N. J.

W. B. SECOR,

Acting Principal.

HISTORICAL

The New Jersey State Normal and Model Schools were established by an act of the State Legislature in 1855. In October of the same year, the corner stone of the Normal building was laid with appropriate ceremonies by Governor Price, and the building was dedicated in July, 1856.

Two rooms were set aside in this building for a Model School to provide opportunity for observation and practice. The increase in the enrollment soon made necessary additional room. A plot of ground adjoining the Normal School was purchased in 1857 and the Model School building erected thereon.

In 1890, a new building was erected connecting the Normal and Model buildings. A new gymnasium was built in 1893. In 1914, this building was enlarged to provide room for an additional gymnasium, and a three-story structure was added to the original Normal building for the library, physical, biological and domestic science laboratories, music and drawing rooms, and manual training shops.

As early as 1864, it was found necessary to provide boarding accommodations within easy access of the school, and the Normal Boarding House Association erected a building on the opposite side of the street from the Normal School for women students. Nine years later a dormitory for young men was built. In 1892 and 1904 two additional dormitories, North Hall and South Hall, for women, were erected.

In order to provide opportunity for outdoor sports, an athletic field, exceeding two acres in area and in such close proximity to the school that the gymnasium dressing rooms and showers can be used by participants in games, was purchased in 1913. This field is used for all forms of outdoor athletics.

At the present time the property belonging to the New Jersey State Normal School at Trenton is valued at more than three-quarter million dollars. The grounds, including the athletic field, cover an area of more than seven acres. The school is located in a residential section of the city of Trenton and is easily accessible to both the Pennsylvania and Reading Railroad stations.

Admission of Students

The following is an extract from the School Law of New Jersey:

"State Normal Schools shall be maintained for the purpose of training and educating persons in the science of education and art of teaching. Tuition in said schools shall be free.

"Each county shall be entitled to at least six times as many pupils in such schools as it shall have representatives in the Legislature. In case any county shall not have the full number of pupils to which it shall be entitled, pupils may be admitted from other counties. Pupils when admitted shall sign a declaration that they intend to teach in the public schools of this State for at least two years immediately after being graduated, unless excused temporarily by the State Board of Education, and that if they do not so teach, they will refund to the State the cost of their education.

"The State Board of Education may maintain Model Schools under regular teachers, in which pupils of the Normal Schools shall have the opportunity to observe and practice approved methods of instruction and discipline."

In accordance with the above statute the State Board of Education, on December 4th, 1915, passed the following resolutions:

Resolved, That after January 1st, 1916, admissions to the Normal Schools from each county shall be in proportion to the number of representatives in the Legislature, and that if any county does not avail itself of the quota to which it is thus entitled, then the number of admissions to which such county is entitled, but does not use, shall be divided among the other counties in proportion to representation in the Legislature; and that the counties now having an excess apportionment in the State Normal Schools shall not be allowed a further apportionment of students until that excess is reduced to its normal apportionment, unless there are no applications from other counties.

Resolved, That in case a county has more applicants than the Normal Schools can receive, a number shall be allotted to each approved high school in that county in proportion to its relative enrollment; and be it further

Resolved, That in case a high school does not take its quota, its surplus shall be assigned to other high schools in that county in proportion to their enrollment; and be it further

Resolved, That in case the applicants from a high school are in excess of the number that can be received, they shall be accepted in the order of their standing in scholarship in that high school.

Resolved, That January 1st and June 1st in each year shall be the last dates for receiving applications for the apportionment of students for the next succeeding terms of the Normal Schools.

ENTRANCE REQUIREMENTS

The following resolution governing admissions to the Normal Schools was adopted by the State Board of Education December 1, 1917:

"That the educational requirements for entrance to the general courses in the Normal Schools shall be as follows:

All candidates must either:

(a) Hold first grade county teachers' certificates, or

(b) Hold seventy-two count qualifying academic certificates which shall include counts in arithmetic and geography, or

(c) Be properly certified graduates of a four year course in a high school or private secondary school approved by the State Board of Education; provided that, beginning with September, 1919, such candidates must, for entrance to other than special courses, have made an average grade of eighty or more in the fourth year of their high school or secondary school course, and have passed, during their high school or secondary school course, in one unit of plane geometry, three units of English, one unit of United States history and civic theory and practice, one unit of science, one-half of a unit consisting of a review of elementary geography and arithmetic, four-fifths of a unit of music, and four-fifths of a unit of drawing; provided that the requirements for music and drawing respectively shall be as follows: Beginning September 1, 1919, one-fifth of a unit; September 1, 1920, two-fifths of a unit; September 1, 1921, three-fifths of a unit; and beginning September 1, 1922, four-fifths of a unit, or

(d) Have successfully completed a curriculum which would admit them without conditions to an approved college of arts and sciences.

Note. A unit shall mean a year's study in any subject, constituting approximately one-quarter of a full year's work, and shall be equivalent to five academic counts."

Applicants for admission should keep in mind the following regulations:

Residents of New Jersey only will be admitted.

To be admitted applicants must be at least sixteen years old and must present testimonials of good character.

No applicant will be admitted who fails to meet the scholarship requirements of the State Board of Education.

Applicants, to receive consideration, must present a certificate from a reputable physician stating that they are in good health and free from all physical defects that would disqualify them for the work of teaching.

Upon entrance all students must sign a declaration that they intend to teach in the public schools of New Jersey for at least two years immediately after being graduated, unless excused temporarily by the State Board of Education.

The principals of the State Normal Schools have been instructed by the State Board of Education to exclude from these schools at the close of the first half year such students as are unable to pass the prescribed examinations in the work of that half year, including English composition, spelling and arithmetic.

Students who elect any other than the general course must satisfy the head of the department that they are qualified to meet the special requirements prescribed for admission to the course.

The resolutions passed by the State Board of Education governing admissions make it necessary that the school withhold acceptances until a given date in order that all applications may be properly considered. As soon as possible after that date, namely, January first for the February term and June first for the September term, applicants will be notified that they have been accepted.

New classes begin in September and February.

No person will be received into the Normal School after the beginning of any term, unless arrangements were made prior to the opening day.

APPROVED HIGH SCHOOLS

Public High Schools

Asbury Park,	Englewood,	Metuchen,	Ridgefield Park,
Atlantic City,	Flemington,	Milburn Twp.,	Ridgewood,
Atlantic High'l'nds,	Freehold,	Millville,	Rockaway,
Barnegat,	Glassboro,	Montclair,	Roselle,
Bayonne,	Glen Ridge,	Moorestown,	Roselle Park,
Belleville,	Gloucester,	Morristown,	Rutherford,
Belvidere,	Hackensack,	Mount Holly,	Salem,
Bernardsville,	Hackettstown,	Netcong,	Shiloh,
Blairstown,	Haddonfield,	New Brunswick,	Somerville,
Bloomfield,	Haddon Heights,	Newark,	South Amboy,
Boonton,	Hamburg,	Newton,	South Orange,
Bordentown,	Hammonton,	North Plainfield,	South River,
Bound Brook,	Hampton,	Nutley,	Succasunna,
Bridgeton,	Harrison,	Ocean City,	Summit,
Burlington,	Hasbrouck Hghts.,	Ocean Grove,	Sussex,
Butler,	High Bridge,	Orange,	Toms River,
Caldwell,	Hightstown,	Palmyra,	Town of Union,
Camden,	Hoboken,	Park Ridge,	Trenton,
Cape May,	Hopewell,	Passaic,	Tuckahoe,
Cape May C. H.,	Irvington,	Paterson,	Tuckerton,
Chatham,	Jamesburg,	Paulsboro,	Verona,
Clayton,	Jersey City,	Pemberton,	Vineland,
Cliffside Park,	Kearny,	Penn's Grove,	Washington,
Clifton,	Keyport,	Perth Amboy,	Westfield,
Clinton,	Lakewood,	Phillipsburg,	West Hoboken,
Closter,	Lambertville,	Plainfield,	West Orange,
Collingswood,	Leonardo,	Pleasantville,	Westwood,
Cranford,	Leonia,	Point Pleasant,	Whippany,
Dover,	Linden,	Port Norris,	Wildwood,
Dumont,	Long Branch,	Princeton,	Woodbine,
East Orange,	Madison,	Rahway,	Woodbridge,
Elizabeth,	Manasquan,	Ramsey,	Woodbury,
Elmer,	Matawan,	Red Bank,	Woodstown.

Private High Schools

Blair Hall, Blairstown,
 Bordentown Military Institute,
 Carlton Academy, Summit,
 Carteret Academy, Orange,
 Centenary Collegiate Institute,
 Hackettstown,
 College of Mount St. Mary, Plain-
 field,
 Collegiate Institute, Paterson,
 Dearborn-Morgan School, Orange,
 Friends' Academy, Moorestown,
 German Theological School, Bloom-
 field,
 Hoboken Academy,
 Holy Angels' Academy, Fort Lee,
 Hoover School, Paterson,
 Ivy Hall, Bridgeton,
 Kent Place School for Girls, Sum-
 mit,
 Kingsley School for Boys, Essex
 Fells,
 Lawrenceville School,
 Miss Baird's School for Girls,
 Orange,
 Miss Craven's School, Newark,
 Montclair Military Academy,
 Morris Academy, Morristown,
 Morristown School,
 Mt. St. Dominic Academy, Caldwell,
 Newark Academy,
 New Jersey Military Academy, Free-
 hold,

Newman School, Hackensack,
 Peddie Institute, Hightstown,
 Pennington School,
 Pingry School, Elizabeth,
 Princeton Preparatory School,
 Rutgers Preparatory School, New
 Brunswick,
 Sacred Heart Academy, Hoboken,
 Sacred Heart Academy, Trenton,
 St. Aloysius Academy, Jersey City,
 St. Benedict's College, Newark,
 St. Dominic Academy, Jersey City,
 St. Elizabeth's College, Convent
 (Pedagogical Department),
 St. Elizabeth's Preparatory School,
 Convent,
 St. Mary's High School, Trenton,
 St. Michael's Monastery, West
 Hoboken,
 St. Patrick's High School, Elizabeth,
 St. Peter's High School, Jersey City,
 St. Peter's School, New Brunswick,
 St. Philip & St. James, Phillipsburg,
 St. Vincent's Academy, Newark,
 Seton Hall, South Orange,
 Star of the Sea Academy, Long
 Branch,
 Upsala College, Kenilworth,
 Vail-Dean School, Elizabeth,
 Wenonah Military School,
 Zarepath Academy, Bound Brook.

INSTRUCTIONS CONCERNING REGISTRATION

Prospective students should make formal application to the Principal, giving full name, age, address, and stating whether they expect to enter as boarders or day students. They should also state in which term they expect to enter.

The names of all applicants will be registered as soon as the applications are received and a blank form for a statement of the work completed in the high school will be sent to them. This form should be filled out to include all the work which the student will have completed at graduation from high school, if possible.

These forms should be returned to the Principal by the first of June for the students who expect to enter in September and by the first of January for those expecting to enter in February. If it is impossible to file these forms on or before these dates, they may be forwarded immediately after graduation from high school, but applicants should register before the first of June or the first of January of the year in which they expect to enter.



COUNCIL OF THE STUDENT GOVERNMENT ASSOCIATION.

The Boarding Halls

The three large Boarding Halls for young women, North, Center, and South, are located on Clinton Avenue opposite the Normal School. To the rear of these and facing Model Avenue is a large dormitory for young men. In the centre of this group of buildings and connecting them are dining halls accommodating about four hundred students.

There are large reception and recreation rooms in the Halls. The Halls are provided with ample sanitary arrangements, including shower baths.

The rooms are provided with the necessary furniture, including bedding. The furniture, bedding, carpets, and rugs are thoroughly renovated each year, and during the term they are under the constant supervision of the efficient House Manager.

A nursery separated from the students' dormitories has been provided for students who are ill, insuring isolation and quiet. A nurse is in constant attendance and the school employs a physician who cares for the health of the students without expense to them.

The Boarding Halls are fully provided with facilities to minister to the comfort of the students. A power plant furnishes heat and light; a refrigerating plant provides ice and storage facilities; a filtration plant insures pure drinking water; a bakery produces bread, cakes, and other pastry equal to home-made; and a large, clean, sanitary kitchen provided with modern equipment assures food cooked under the most wholesome conditions.

STUDENT GOVERNMENT

A Preceptor, a Preceptress, and an assistant Preceptress are in charge of the students in the Boarding Halls, to assist them in forming habits of study, to supervise their recreative activities, and to aid them in living a wholesome life amid congenial surroundings.

In order, however, that the life in the Halls may provide the largest opportunities for growth in self-control, the government of the students is administered by a council of eight members elected semi-annually by the boarding students. This council derives its authority to enforce the rules and regulations adopted by the students from the Constitution and By-Laws, Article II of which states the purpose of the Student Council of the State Normal School Dormitories at Trenton as follows:

Purpose. The purpose of this council shall be to plan and develop through their own efforts, and with the advice and aid of the Principal and faculty, a well-organized and highly reputable community that will command the respect and confidence of the State, to preserve hours of study, to secure habits of industry, to regulate conduct in town, attendance at church and other institutions, conduct in traveling, and all other matters that pertain to the welfare and refinement of a well-regulated

household, and to constitute a medium of expressing the opinions of the students on matters of general interest.

DORMITORY REGULATIONS

The regulations necessary to govern so large a number of young people are necessarily more exacting than those in a home. The Student Council has, however, adopted no rules for the government of the students which would not receive the hearty approval of parents and guardians, and of students who are willing to conduct themselves in a manner becoming to prospective teachers.

On the other hand, various forms of recreation and entertainment are encouraged. Among these are the faculty reception to the students, the Y. W. C. A. reception to new students, the Senior reception to the Juniors, the daily recreation hour in the gymnasium, theatre parties, dramatic and other entertainments, and various other forms of recreation similar in character.

Students are not permitted to board elsewhere than at the dormitories, except by permission of the Principal. This permission is limited to boarding with near relatives, under very special circumstances.

Students are not permitted to go into town except at stated times, nor to visit their homes or leave Trenton during term-time except for urgent reasons, and then only on the written request of the parent signed by the Principal. They will not be allowed to entertain visitors without the consent of the Preceptress.

On the day preceding a vacation, the school closes at 12 M. Students will not be permitted to leave before this hour.

Students will not be received at the Boarding Halls until the day before the opening of the term. They should arrive on the day before the opening of the term in order that they may get their rooms arranged and be ready for work the following morning. This applies to old as well as new students. On arriving at the station, students should give their checks for baggage to the local expressman, and proceed directly to the Boarding Halls, which are located on Clinton Avenue only a short distance from the main railroad stations. From the Clinton Street station of the Pennsylvania Railroad, the halls are distant three blocks. From the Reading station on Warren Street, the electric cars run to the corner of State and Clinton Streets, two blocks from the Halls.

The older students are given choice of rooms. Neither the rooms selected before the close of school by the old students nor those reserved for new students will be held longer than the third day after the opening, except by special arrangement.

Students must attend the morning service of the church of their denomination designated by the school.

Students will be held responsible and required to pay for any damage to the school property by themselves or their guests.

When there is room, guests of students will be entertained at the halls at a cost of \$1.25 per day.

The Halls are closed during the Christmas and Easter vacations.

REGISTRATION FEE

Applicants who wish to engage a room in the dormitories for the fall term must deposit, on or before June first, the sum of five dollars, which sum will be deducted from the board bill of the first quarter. Should the engagement for such room be canceled before August fifteenth, the five dollars will be remitted; if later than this date, the deposit will be forfeited.

Should a room be engaged for the September term after June first, a deposit of five dollars must be made at the time of the engagement.

Any new student wishing to engage a room for the term beginning February first must make a deposit of five dollars on or before January first. This sum will be remitted if the engagement is canceled on or before January twentieth.

Deposits should be made with John S. Neary, Steward, P. O. Box 336, Trenton.

Applicants who have not paid the registration fee on or before the dates mentioned will not be considered.

All requests for special rooms and roommates will be filed and granted, if possible.

EXPENSES

Tuition, textbooks, and supplies are furnished free to the students.

The rates for room and board, two students in a room, are \$52.50 per quarter for men, and \$50 for women. For a single room, or a large double room with two single beds, there is an extra charge of \$5 per quarter. These charges cover all expenses, including the laundering of twelve pieces exclusive of handkerchiefs. No starched pieces, however, are ironed.

All bills must be paid on or before the opening day of each quarter. Checks should be made payable to the State Normal School at Trenton and mailed to Mr. John S. Neary, Steward, P. O. Box 336.

Rooms must be engaged for the entire term.

Pupils who enter within three weeks of the beginning of the quarter must pay board and room rent for the whole quarter.

Pupils who are absent from the Boarding Halls by permission, on account of sickness, or for other unavoidable cause, for three weeks or more at one time, will be given a drawback of \$3 a week for board.

In case of expulsion from the school there will be no drawback.

Students who are ill with contagious diseases are removed to the school infirmary for contagious diseases and are charged extra for a trained nurse.

A STUDENT'S OUTFIT

Women boarders should have overshoes, umbrellas, and waterproof cloaks. They must also be provided with gymnasium suits, which may be secured through the physical training instructor at an approximate cost of \$4. This costume consists of black pleated bloomers, all white middy

blouse, black stockings, and high white canvas rubber-soled shoes. Windsor class ties are worn.

Men boarders should have overshoes, umbrellas, and slippers, and a gymnasium suit of the school colors, consisting of navy blue trousers, long or short, and blue shirt or jersey with gold trimmings, and black canvas slippers.

Each boarder should be provided with a napkin ring, two clothes-bags distinctly marked with his or her name, and bath towels.

Courses of Study

There are seven courses of study: General, Kindergarten-Primary, Domestic Science and Arts, Commercial, Manual Training, Industrial Arts, and the course for Teachers of Special Classes.

Each course may be completed in two years by students who are properly prepared. Students who lack the necessary preparation in certain fundamental subjects or who, for other reasons, cannot carry the full schedule, are required to remain an extra term to complete the course.

CERTIFICATES

The graduates of any course in any of the State Normal Schools will be given permanent certificates to teach the subjects covered by the course of study in the Normal School from which they are graduated.

A graduate from the two year general course shall be qualified to teach and to supervise instruction in the first eight years of work, exclusive of the kindergarten, to be principal of a school in a district employing a supervising principal or superintendent, or to be principal of a school of the first eight years of work in a district not employing a supervising principal or superintendent.

The two year kindergarten-primary course shall qualify graduates to meet the requirements of Article XII of the School Law and of the first four years of school work.

The two year course in domestic science shall qualify graduates to teach the branches in domestic science and arts it includes in any public school.

The two year commercial course shall qualify graduates to teach the commercial branches it includes in any school.

The two year manual training course shall qualify graduates to teach the branches in manual training it includes in any public school.

The industrial arts teachers course given by the State Normal School at Trenton in co-operation with the Trenton School of Industrial Arts shall qualify graduates to teach the industrial arts it includes in any public school.

The two year course for Teachers of Special Classes for subnormal children shall qualify graduates to teach classes of subnormal pupils as defined by Article VIII of the School Law of New Jersey.

General Course

Junior Year

<i>First Term—Twenty Weeks</i>				<i>Second Term—Twenty Weeks</i>			
Psychology,	3	periods	per week	Psychology,	3	periods	per week
English,	3	"	"	English,	3	"	"
Arithmetic,	3	"	"	Arithmetic,	3	"	"
Biology,	3	"	"	Biology,	3	"	"
Drawing,	2	"	"	Drawing,	2	"	"
Geography,	3	"	"	Geography,	3	"	"
History,	3	"	"	History,	3	"	"
Library Methods,	1	"	"	Music,	2	"	"
Music,	2	"	"	Penmanship,	1	"	"
Penmanship,	1	"	"	Physical Educa-			
Physical Educa-				tion,	2	"	"
tion,	2	"	"	Reading and			
Reading and				Speaking,	1	"	"
Speaking,	1	"	"				

Senior Year

<i>First Term—Twenty Weeks</i>				<i>Second Term—Ten Weeks.</i>			
School Manage-				History of Edu-			
ment,	3	periods	per week	cation,	3	periods	per week
Experimental Ed-				Principles of Ed-			
ucation,	2	"	"	ucation,	3	"	"
Observation and				Applied Science,	4	"	"
Practice,	7	"	"	Cooking,	4	"	"
Reading Meth-				Industrial Arts, .	4	"	"
ods,	3	"	"	Physical Educa-			
English,	2	"	"	tion,	4	"	"
Applied Science,	2	"	"	Reading and			
Manual Training,	2	"	"	Speaking,	2	"	"
Music,	2	"	"	Sewing,	4	"	"
Physical Educa-							
tion,	2	"	"				
Reading and							
Speaking,	1	"	"				

Ten weeks' practice teaching in second term, senior year.

PSYCHOLOGY

The work is divided into three parts as follows:

Fundamentals of educational psychology from the standpoint of the Normal School student as a learner. Understanding and control of the student's own methods of study and of his social and physical habits is the goal, as a preliminary to the study of the learning processes of children.

Observation and study of children: mental and physical characteristics at different levels of development; individual differences and their causes; the supernormal and the subnormal child; application of the laws of learning to the mental development of children. The Training School is used as a laboratory, and in addition to directed observation in different classes there each student is assigned a child for intensive study. Friendly "big brother or sister" relationships are established with the child in order to become acquainted with his out-of-school life as well as to help him in overcoming special school difficulties.

Psychological principles underlying the various types of teaching process. A definite preparation for lesson planning is made through the formulation of specific principles of method.

SCHOOL MANAGEMENT

To give reality and concreteness to the work, students are required to observe in the Training School and, as a result of this observation, to submit problems to the classes in school management for discussion. After such discussion, students are assigned to control situations in the Training School and to report the results to the classes in school management.

The topics considered in the course are as follows: classroom routine as related to habit formation; the daily program; regularity and punctuality of attendance; hygienic conditions of the school plant; order and discipline; attention; technique of class instruction; grading, classification and promotion; testing results; the teacher's relation to principal, supervisor and superintendent; the teacher's relation to the home.

EXPERIMENTAL EDUCATION

Controlled experiment in the school room as a means of progress in teaching; subjective and objective measurement of the results of teaching; teachers' marks; standard tests and scales: their values, limitations and future possibilities; practice in the use of tests and scoring of results in penmanship, English composition, arithmetic, spelling, silent and oral reading; enough simple statistics for intelligent reading of current experimental literature.

HISTORY OF EDUCATION

Present tendencies in education, with a consideration of those elements in the past necessary to an understanding of the present. Vocational education: industrial, commercial, agricultural and domestic; education of exceptional children; recent development of educational method; physical and moral education; social welfare movements; the statistical method and mental measurements; questions of administration; the development of education in New Jersey.

PRINCIPLES OF EDUCATION

The aim of this course is to make conscious a working philosophy of education by bringing together, relating, and reinterpreting the educational concepts which have been developed through the courses previously taken.

The following topics will be discussed: the meaning of education; the function of education in a democracy; the function of the school, the playground, the home, and community life; the factors in the educative process—the child, the curriculum, and method; the teacher's part in the educative process; the nature of a study; principles of method.

OBSERVATION AND PRACTICE

Observation in the Training School

School room. Light, seats, temperature, ventilation, neatness, decoration.

Children. Habits: physical, mental, moral. Memory: ways of memorizing, possibility of improving. Instincts and capacities: how used and directed. Emotions: right and wrong, their expression. Imagination: instances, how stimulated. Reasoning: instances, how strengthened. Sense defects: symptoms, remedies.

Method. Motives for study and right behavior.

Program of class, as outlined in State Monograph.

General management of class.

Theory and Practice

Demonstration lessons. Types: drill and review, appreciation, development, study. Lesson plans. Practice with groups, or in the training school.

Practice for ten weeks in the Training School or in the training centers throughout the state, under inspection of supervisors and assistant supervisors of practice and of the Principal.

READING AND SPELLING METHODS

Reading

Importance of reading. Kinds of subject matter: informational, inspirational. Discussion of methods: sentence, word, phonic, combination. Relation of phonics to reading. Silent and oral reading; purposes of each and how used. Speed in silent reading. Sight reading. Comparison of several modern basal readers. Grade lessons observed and discussed. Similar lessons planned and taught by students. Use of dictionary. State Monograph.

Spelling

Selection of words. Suggestive outlines for teaching. Comparison of several modern textbooks. Individual spelling book. State Monograph.

ENGLISH

Composition and Grammar

Oral and written composition as a social problem; the principles of composition (unity, coherence, and emphasis), and the forms (description,

narration, exposition, and argument) analyzed and used as a means of social service; the aid rendered by the study of psychology to the understanding and development of language activities. The determination of minimum essentials of correctness of form; the correction of habit errors. Technical grammar as related to acceptable expression.

Literature

Sources and types of literature used in elementary schools: the epic, the folk-tale, hero stories, ballads, lyrics, dramas, realistic stories. Methods of teaching literature; observation and discussion of typical lessons taught in various grades. Dramatization and the school festival.

This course is correlated with the course in Reading and Speaking.

Methods of Teaching Language

The relation of English to the other subjects of the elementary course. Motivation. The basis for the selection of the subject matter of grammar; the functional teaching of grammar. Plans for lessons of each type. Demonstration lessons given in the Training School by the method teacher, and discussed by the students. Criticism of textbooks; pedagogical reading.

ARITHMETIC

The work of the first term in arithmetic is given for a two-fold purpose, that the students may obtain a better grasp of the subject matter of the study and that through the presentation of this subject matter they may become conscious of the method of teaching it.

As far as possible, the students are brought face to face with real situations. The topics, exercises, or problems of this study are shown to be merely the quantitative side of certain phases of human experience—the numerical interpretation of the student's own needs, of the activities of the home and the school, of the community's industrial, commercial and civic life.

To the end that the mechanical operations may be performed in the most economical way, the students are taught the necessity for much practice in exercises leading to accuracy and rapidity in computation; they learn to plan the shortest road to a result by observing relations between numbers; they check their answer by forecasting it as well as by using some method of proof after solving the problem. By means of graphic illustrations or logical processes, the method of arriving at the rules or generalizations which are of real service in the study is clearly shown.

During the second term the study has a more direct relation to methods in teaching. In order to determine where instruction should begin, observations are made of what children know about number when they first enter school. Projects which will give motive to the study are planned, and the problems growing out of them, which will enable the children to comprehend number and number relations, are developed. The necessary drill is attained without monotony by the use of such devices as games and dramatized occupations.

Lessons given in the Training School are observed and lesson plans are prepared. A course of study is arranged which is in accord with the development of the mind of the learner as he passes through the different grades. The students learn how to give efficiency tests and record the results. They are encouraged to familiarize themselves with the best text books and the literature on the method of teaching the subject.

BIOLOGY

The biological course includes parts of botany, zoology, agriculture, gardening, arboriculture, and of human physiology and hygiene; but does not attempt to present a synopsis of any one of these sciences. It is planned with reference to the future professional needs of our students. The special equipment consists of laboratories, a greenhouse, gardens, grounds with flower beds, shrubs and trees, tools, apparatus, and illustrative materials.

The work in natural history and gardening in the Training School is supervised by instructors from this department.

Nature Study, Gardening, Agriculture

Birds: familiarity with forty common species; excursions; bird study in the schools. Insects: familiarity with common species; methods of control. Several other types of animal life, suitable for observation in the school room and out-of-doors. Some principles of animal physiology.

Gardening, both vegetable and ornamental, with study of plans and actual practice. The conduct of farm and garden projects. Principles of plant life. Spring and fall flowers; bulb planting; seed testing. Town arboriculture, taking Trenton's tree problem as laboratory work. Excursions.

A study of the aims, methods, and practice of nature study and elementary science in the grades.

Excursions to the State Museum to learn its educational methods and loan materials. Coöperation with the State Museum, the Department of Public Instruction, and the Department of Health, in providing for the schools of the State certain materials for instruction in biology and hygiene.

Hygiene

In addition to the two periods a week required to be given by every student to physical education, throughout the entire course, the junior class devotes three periods a week for twenty weeks to the subject matter and teaching methods of personal, school, and public hygiene.

The following topics represent the instruction in hygiene, mainly offered by the department of biology, but to some extent treated in connection with physical training, psychology, and domestic science. Problems involving chemistry or physics or school management are treated specifically in the appropriate departments.

Personal hygiene: Foundations of rational teaching of the subject in a sound knowledge of function and structure; the laws of physiology underlying the maintenance of good health; practical applications. Especial emphasis laid on nutrition, foods, eating habits. The argument from experi-

ence and from physiology for fresh air; proper safeguards. Hygiene of eye and ear. Exercise and rest. Foundations of sex hygiene; discussion of the problem of sex instruction. Mental health. Effects of stimulants and narcotics; the best methods of teaching temperance. Emergencies; first aid; first aid adapted to school rooms and playgrounds. "Safety first." Laboratory work; illustrative lectures.

School hygiene: Heating, lighting, ventilation, seating; hygiene of instruction, programs, and tests; the physiology of fatigue; the function of play. Medical inspection; defects of children; symptoms of children's diseases; clinics; school nurses. Practical study of our own school buildings.

Public hygiene: The school as a factor in hygienic living and as a distributor of the literature of good health; the work of state and local boards of health and of other organizations; the common warfare against disease; enlistment for this war. Communicable disease in New Jersey and the knowledge needed to stay its ravages; bacterial life; other organisms; the greater problems of public health; the motive and method of learning and teaching; specific lessons for school use. Laboratory work and excursions. Illustrated lectures.

DRAWING

A brief survey of subject matter and general principles of method suitable for primary grades, including the illustration of stories, games, home and school occupations, other school studies, and holiday celebrations, by means of clay, blackboard, crayons, water color, and paper cutting; representation of plant and animal forms, of things and people, based upon observation as the need is felt for closer approximation to reality, without emphasis upon the third dimension or upon perspective except as affecting size and placing; simple pattern drawing and measuring for the constructive work of this course; first principles of color and design and their use in illustrative drawing and in decorative units and repeats for constructive work; simple lettering; study of good pictures suited to the enjoyment and interests of children of these grades.

Subject matter and general principles of method suitable for the intermediate grades, including illustrative drawing in connection with studies in geography, history and industrial occupations; representative drawing as far as needed in illustration, with attention to composition, to the appearance of things in the third dimension, and to the proportions of the human figure; simple working drawings with the use of drawing board, T square, and triangles; color harmony; constructive and decorative design; lettering for notices and posters; study of works of art suited to children of these grades; taste in dress, home, school and civic surroundings; collection and arrangement of illustrative material suitable to intermediate grades. Model lessons by the method teacher in the Training School, followed by class criticism.

GEOGRAPHY

The course includes a regional study of the United States and New Jersey, emphasizing the influence of environment on the development of industries and commerce; the earth as a whole; weather and climate; field and laboratory work.

The method of teaching geography includes: a study and discussion of the State Monograph; observation and discussion of demonstration lessons taught by the method teacher in the different grades of the practice school; preparation of plans for lessons.

HISTORY AND CIVICS

The subject matter of this course will be considered under three main topics:

Community civics and current events for the purpose of giving concrete demonstration of the interdependence of our present social and industrial life, and the necessity for intelligent co-operation to promote social welfare and growth.

The European background of American history in the sixteenth, seventeenth and eighteenth centuries.

The Industrial Revolution and its effect upon American history, with especial emphasis upon industrial and social conditions in the United States since the close of the Civil War.

In discussing method of teaching, the following topics will be considered:

Aims and purposes of these subjects in the elementary grades of our public schools. Selection of subject matter determined by children's experience and needs. Examination of courses of study to gain a longitudinal view of the subject matter, and to appreciate the difference between a logical and a psychological arrangement of material. Examination of various ways of making history seem more real. The use and abuse of textbooks. Various ways of managing the outside reading in the upper grades. Presentation of type lessons for the different grades, showing the value of sand-table and various forms of construction work, and the use of pictures, models, etc.

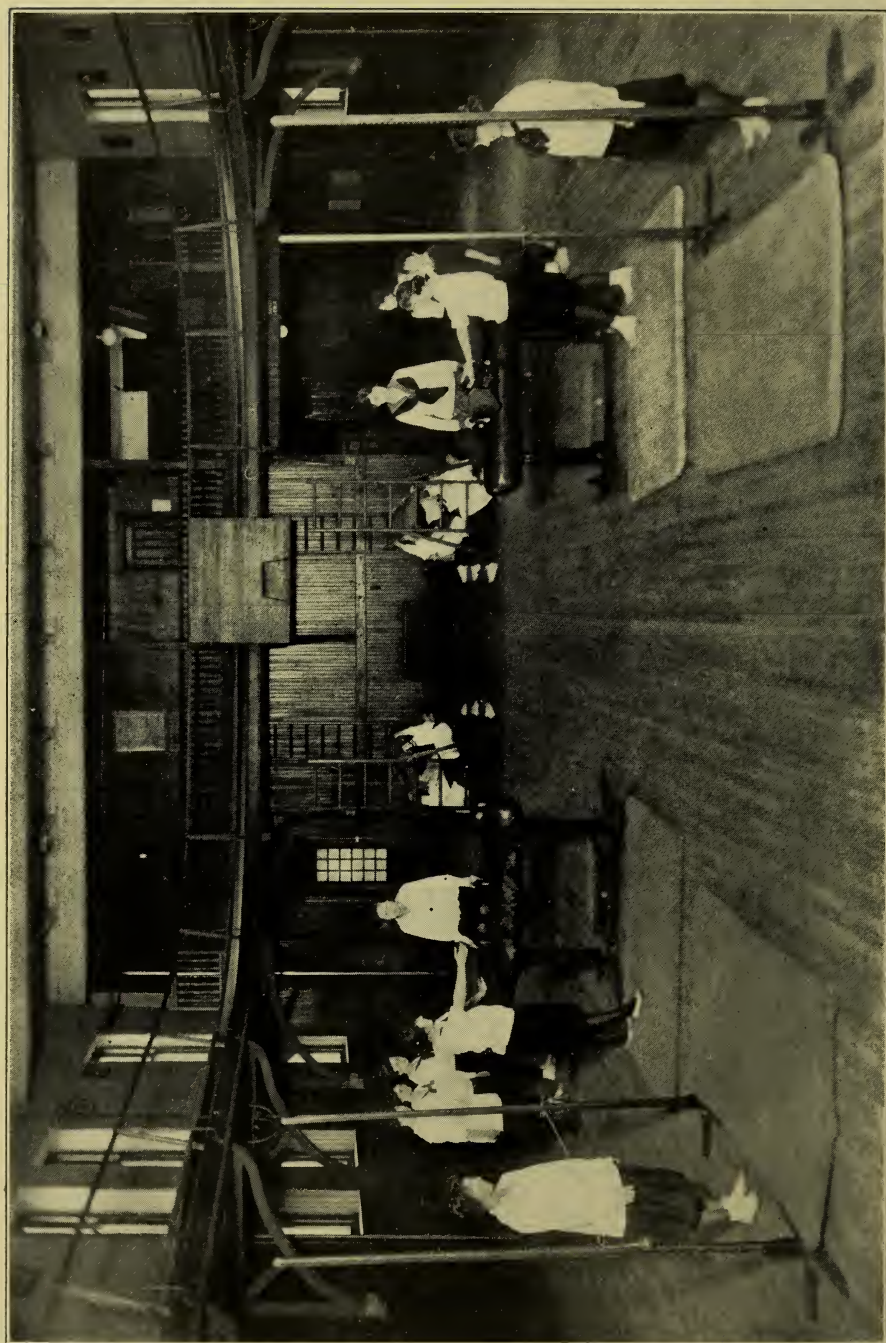
Demonstration lessons are given in the Training School by the method teacher and criticized by the Normal students.

LIBRARY METHODS

The following course, recommended to the National Education Association by its Committee on Standardizing the Course of Study in Library Instruction in Normal Schools, will be given.

"The purpose of this course is to enable students (a) to use the library in an intelligent manner while at school and after they have left school, and (b) to direct the reading of children and to teach them how to use libraries.

The first part of the course is given by the librarian in the library, and includes a discussion of the following topics: (1) importance of training in the use of books—the possibilities of the library; (2) classification; (3) arrangement in the library; (4) the catalogue; (5) reference books; (6) periodicals; (7) indexes; (8) public documents; (9) the investigation of subjects; (10) how to read for various purposes; (11) book selection. All these topics will be presented in concrete fashion by means of actual problems and demonstration.



A CLASS IN GYMNASTICS.

The second part of the course is given by the English department in co-operation with the librarian, and includes practice in conducting lessons in general reading in the "library hour" as well as in the handling and care of books and lists. The following topics will be discussed:

(1) The importance and possibilities of children's reading; (2) the problem of directing it; (3) kinds of children's books and value of each; (4) standards of choice; (5) grading; (6) adaptation from the sources; (7) story-telling; (8) dramatization; (9) graphic illustration; (10) the use of pictures, maps, etc.; (11) how to get books at the library; (12) library rules and regulations; the care of books; (13) what books to buy for one's self."

MUSIC

The course in music aims to prepare students to teach music in the grades of the public schools in the State.

The course embraces: learning to sing songs suited to children of various grades and appropriate to the seasons of the year; oral and written tonal and metric dictation; rudiments of music; sight singing; outline of work in music for different grades; methods of teaching the fundamental principles; criticism by the students of demonstration lessons given in the Training School.

All students are required to take chorus practice one period a week throughout the course.

PHYSICAL EDUCATION

Purposes

To conserve the health of the students, to induce hygienic habits leading to a progressive increase in vitality, and to inspire high health ideals.

To supply a certain amount of material for use in the grades, and to give a knowledge of the sources of such material.

To teach the students to plan and conduct class exercises and playground activities and to enable them to recognize and correct the more common defects of bodily shape and posture in children.

Time Allotment

The time allotted to exercise is 150 minutes per week, apportioned to formal exercises, dances and games, preferably out of doors. The required work is supplemented by a scheme for voluntary games and sports of sufficient variety to attract practically all of the students. The opportunities afforded by this increased time devoted to play tend to form permanent habits of healthful recreation.

Physical Examinations

At the opening of the term the director of physical training and his assistants conduct a physical examination of all students. In cases where it is deemed desirable, a specific prescription of exercises is based on this record and its results are noted by frequent supplementary examinations.

The records of examinations, together with other information as to the vital stamina of the students, are kept on file in the office, where they may be used to guide the Principal and members of the faculty in deciding on the fitness of any students to fill positions for which they may be candidates.

JUNIOR B

Tactics: Since the physical value of tactics is slight, only the minimum amount for obtaining prompt class formation is taught. Because of the interest in military matters, elementary movements of the United States Drill Regulations are used.

Free Exercises: The essential purpose of these exercises is to obtain and fix correct posture in standing and walking. Special emphasis is placed upon the normal relation of the various parts of spine, hips, and shoulder girdle.

Work with Apparatus: For its strong effect on muscular development and also for its training in courage and determination, the following apparatus is used: climbing ropes, stall bars, balance beams, vaulting horses, horizontal ladders.

Rhythmic Steps and Folk Dances: Dancing is taught to develop sense of rhythm and a high degree of co-ordination resulting in graceful posture and movements.

Games: The main dependence for physiological effects of physical activities is placed on games, to be played out of doors whenever possible. They are also used for recreation and for the development of vigor, alertness, and perseverance.

Such games as the following, adapted to children of from six to twelve years, are taught:

Dramatic and singing games: "Follow the Leader"; running games: "Tag," "Come Along"; elementary ball games: "Center Ball," "Ball Tag"; games of catch: (a) arranged in circle, "Have You Seen My Sheep," "Slap Jack"; (b) arranged in line or as teams, "Black and White," "Wind and the Flowers"; games of skill: "Red Rover," "Last Couple Out," "Three Deep"; games of low organization: "Boundary Ball," "End Ball," "Dodge Ball," and "Volley Ball"; relay races.

Games of high organization, demanding skill, a medium amount of endurance, and team play, such as Captain Ball, Basket Ball, Baseball and Tennis, are introduced for the personal development of the student.

JUNIOR A

Work of the Junior B term is continued, with the addition of athletics. The following types of track and field work are used: relays, endurance runs, various forms of jumping and throwing. Games of the three types prescribed by the State Monograph are played: song games, Hickory, Dickory, Dock; Carrousel; rhythmic games, Pop Goes the Weasel, The Shoemaker; and action games, Cat and Mouse, Third Tag and Run. Team games of low and high organization are introduced, and opportunities are given for umpiring and refereeing.

SENIOR B

Activities for the student's own development are a continuation of those of the preceding year, with more advanced work in folk dancing and national dances, such as: The Fairie Queen, The Daisies, Russian Dance, Tarantella, etc.

The professional side of the work becomes a prominent feature, instruction being given along lines illustrated by the following: selection of material suited to the physical and mental development of the child; construction of lesson plans, and practice teaching in groups of fellow students and classes from the Training School; explanation and illustration of relief exercises; corrective exercises for the defects of posture most common among school children.

SENIOR A

The work of the Senior B term is continued. Especial emphasis is put upon the management of games and athletics during recess and after school hours, involving a proper evaluation of games and the handling of large numbers of children. Suggestions are given for interpreting music by original dance movements.

The work of the course culminates in an annual field day, planned and controlled by the students under the supervision of the department.

READING AND SPEAKING

Two aims are maintained: the correction of the defects of the students themselves, and training in the detection and correction of defects in others.

Speech: Formation of better speech habits.

A study of vowels and consonants, diacritical marks, correct breathing, mechanism of voice, enunciation, pronunciation.

Voice: Improvement of the speaking voice.

Placing, focusing, purity, and projection of tone; breath control; attack; flexibility; power; buoyancy.

Oral composition, story-telling, and reading are included in both the speech and the voice work.

Expression: A scientific study of the fundamental principles of expression.

Special work in public speaking for young men.

PENMANSHIP

This subject is so taught that students acquire the ability to write and teach others to write a plain business hand. Students learn to execute and teach intermediate slant writing. The use of the blackboard is emphasized. Methods are given of teaching correct position, penholding, muscular control and correct form.

In order that writing lessons may function, students' papers in other subjects than writing, as well as their work on the blackboard, serve as a partial basis of grading.

APPLIED SCIENCE

The chief aim of this course is to develop a high appreciation of the value of science in meeting situations which arise in life. The ends sought are attained by confronting the pupils with problems selected from important human activities. They are encouraged to solve these problems through their personal investigations. The following is a partial list of the subjects investigated: springs, water supply for cities, the atmosphere, weather phenomena, climate; soils, fertilizers, sprays; fuels, stoves, furnaces, heating systems, gas meter, fireless cooker, fire extinguisher; methods of lighting, the camera, the eye, corrective lenses; ventilation, sanitary plumbing, modern methods of cleaning; textiles and their bleaching, dyeing, and cleaning; respiration, bodily temperature, blood pressure, food adulteration.

MANUAL TRAINING

The making of pieces of apparatus for demonstration purposes in teaching various school subjects; playground apparatus and projects that appeal to children of a rural community; repair work on chairs, desks, tables, school apparatus, doors, windows, window shades, locks, hinges, etc.

Talks on construction and care of the simple hand tools; use of tools in the school room; the value, growth, strength, structure and treatment of the common woods; finishing of wood work; processes of lumbering.

The making of a design and a working drawing and the computation of amount and cost of materials precede construction.

COOKING

This course is designed:

To give general information concerning choice of food as to nutritive value, digestibility, and cost.

To apply the principles underlying the cooking of cereals, meats, fish, milk, eggs, cheese, legumes and other vegetables, fruits, nuts, etc., in the preparation of balanced meals.

To teach students how to can and dry fruits and vegetables and how to organize clubs for this purpose.

To give instruction in the care of the school lunch room.

INDUSTRIAL ARTS

The course in industrial arts is designed to give an opportunity to teachers to learn the use of various materials and their relation to the fundamental needs of daily life—food, clothing, and shelter. Projects are planned to include a study of local industries; to develop some skill in manipulating paper, cardboard, wood, clay, cloth, and various other materials; to offer a means for the expression of ideas; to form the basis for selective judgments; to cultivate standards of good taste; to vitalize other subjects in the curriculum; and to cover not only work demanding co-operation with others



A BUSY HOUR IN THE KINDERGARTEN.

but also some which calls for definite, independent research and organization of ideas.

SEWING

The fundamental principles of hand and machine sewing are taught in making simple garments. Attention is also given to the choice of materials, cutting, fitting and finishing. Lesson plans and courses of study are analyzed and typical lessons planned.

Kindergarten-Primary Course

Junior Year

<i>First Term—Twenty Weeks</i>				<i>Second Term—Twenty Weeks</i>			
Psychology,	3	periods	per week	Psychology,	3	periods	per week
English,	3	"	" "	English,	3	"	" "
Arithmetic,	3	"	" "	Arithmetic,	3	"	" "
Biology,	3	"	" "	Biology,	3	"	" "
Drawing,	2	"	" "	Drawing,	2	"	" "
Geography,	3	"	" "	Geography,	3	"	" "
History,	3	"	" "	Kindergarten-			
Library Methods, .	1	"	" "	Primary Meth-			
Music,	2	"	" "	ods,	3	"	" "
Penmanship, . . .	1	"	" "	Music,	2	"	" "
Physical Educa-				Penmanship, . . .	1	"	" "
tion,	2	"	" "	Physical Educa-			
Reading and				tion,	2	"	" "
Speaking,	1	"	" "	Reading and			
				Speaking,	1	"	" "

Senior Year

<i>First Term—Twenty Weeks</i>				<i>Second Term—Ten Weeks</i>			
School Manage-				History of Edu-			
ment,	3	periods	per week	cation,	3	periods	per week
Experimental Edu-				Principles of			
cation,	2	"	" "	Education, . . .	3	"	" "
Observation and				Kindergarten-			
Practice,	7	"	" "	Primary Meth-			
Reading Meth-				ods,	4	"	" "
ods,	3	"	" "	Cooking,	4	"	" "
English,	2	"	" "	Industrial Arts,..	4	"	" "
Kindergarten-				Physical Educa-			
Primary Meth-				tion,	4	"	" "
ods,	2	"	" "	Reading and			
Manual Training,	2	"	" "	Speaking,	2	"	" "
Music,	2	"	" "	Sewing,	4	"	" "
Physical Educa-							
tion,	2	"	" "				
Reading and							
Speaking,	1	"	" "				

Ten weeks' practice teaching in second term, senior year.
For details of general course subjects see pages 40-51.

Purpose

This course is intended to prepare teachers for the kindergarten and first four primary grades.

Specific Aims

The aims of the course are: (a) to make the student teachers realize that they are teaching little children and that the selection of subject matter should be an outgrowth of their individual needs; (b) to impress student teachers with the importance of the development of children into self-reliant and useful members of the community in which they live.

To achieve these results the work in the kindergarten and first four primary grades will be gone over intensively according to (a) values of subject matter, (b) educational principles underlying the selection of subject matter, and (c) methods of presentation. This study will involve a comparison of the various modern and traditional schools as to aims, subject matter, methods, equipment, classroom management.

Requirements for Admission

The entrance qualifications are the same as those for the general course, but in addition a good singing voice and the ability to read music and to play the piano will be required of those who expect to teach in the kindergarten.

DRAWING

Subject matter and general principles of method suitable for the kindergarten and primary grades, including illustration of stories, games, home and school occupations, other school studies and holiday celebrations, by means of clay, blackboard, crayons, water color and paper cutting; representation of plant and animal forms, of things and people, based upon observation as the need is felt for closer approximation to reality, without emphasis upon the third dimension or upon perspective except as affecting size and placing; simple pattern drawing and measuring for the constructive work of this course; first principles of color and design and their use in illustrative drawing and in decorative units and repeats for constructive work; simple lettering; study of good pictures suited to the enjoyment and interests of children of these grades. An appreciation of color and design in relation to dress, home, school, and civic or rural surroundings, and of works of art; and the collection and arrangement of illustrative material suitable to the work and interests of the kindergarten and primary grades.

INDUSTRIAL ARTS

A study of the various materials which have educational value for children from four to ten years of age. A consideration of projects which may be used as a basis for the correlation of all the school work.

This work, given by the assistant supervisor of practice who is in charge of this course, supplements the course of Industrial Arts as outlined on page 50.

KINDERGARTEN-PRIMARY METHODS

Language and Literature

An intensive study of story, poetic and historical material available for kindergarten and primary use, with practice in its oral presentation. A collection and organization of material for festivals and dramatic exercises.

Plays and Games

A study of the play life of the child and a discussion of plays which will form correct habits and promote normal development. The playing of games suitable for young children.

Program Work

Programs based on the natural development of children from four to ten years of age will be carefully studied. After class discussions, the students will construct programs based on observations in the kindergarten and primary school, and embodying the principles of teaching developed by the class work.

Domestic Science and Arts Course

Junior Year

<i>First Term—Twenty Weeks</i>				<i>Second Term—Twenty Weeks</i>			
Psychology,	3	periods	per week	Psychology,	3	periods	per week
English,	3	"	" "	English,	3	"	" "
Household Chem-				Drawing,	2	"	" "
istry,	3	"	" "	Industrial Arts, .	2	"	" "
Drawing,	2	"	" "	Physical Educa-			
Physical Educa-				tion,	2	"	" "
tion,	2	"	" "	Penmanship,	1	"	" "
Library Methods,	1	"	" "	Reading and			
Reading and				Speaking,	1	"	" "
Speaking,	1	"	" "	Domestic Science,	8	"	" "
Domestic Science,	8	"	" "	Domestic Arts, .	8	"	" "
Domestic Arts, .	8	"	" "				

Senior Year

<i>First Term—Twenty Weeks</i>				<i>Second Term—Ten Weeks</i>			
School Manage-				History of Edu-			
ment,	3 periods per week			cation,	3 periods per week		
Household Phys-				Nature Study, . .	4	"	"
ics,	4	"	"	Physical Educa-			
Penmanship, . . .	1	"	"	tion,	4	"	"
Physical Educa-				Domestic Science, .	9	"	"
tion,	2	"	"	Domestic Arts, .	10	"	"
Reading and							
Speaking,	1	"	"				
Domestic Science, .	10	"	"				
Domestic Arts, .	9	"	"				

Ten weeks' practice teaching in second term, senior year.

For details of general course subjects see pages 40-51.

Purpose

To train students to teach domestic science and arts in the elementary schools and in junior and senior high schools.

Requirements for Admission

To be eligible for this course, a high school graduate should have had special courses in household arts, or more than the ordinary experience in the actual work of the home.

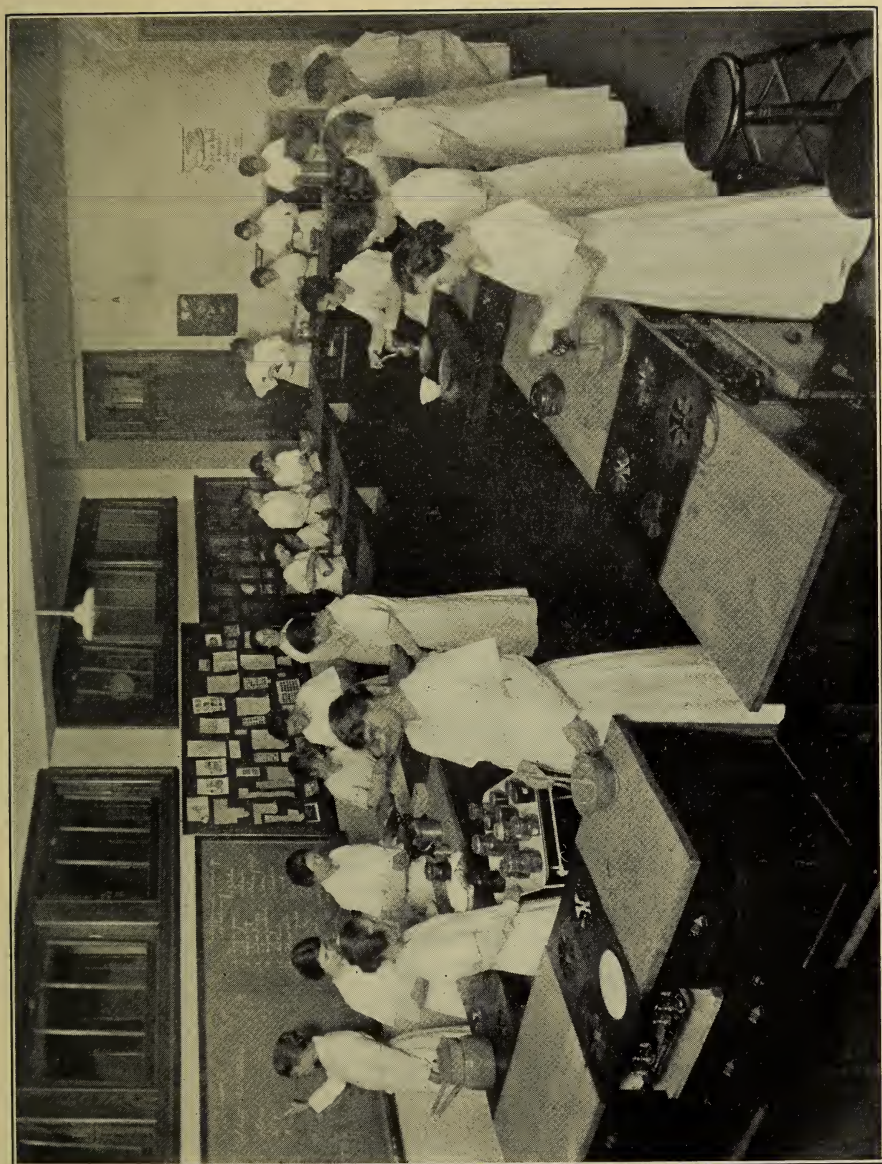
HOUSEHOLD CHEMISTRY

Study of foods to determine why and how they meet the nutritive requirements of the body. Investigation of the chemical nature of the classes of nutrients and the changes produced in them by heat, cooking, and the digestive juices and enzymes. Study of food materials to determine which nutrient elements each contains. Study of metals, water, and cleaning and preserving agents.

The whole course leads to an understanding of the principles underlying the planning of menus and the balancing of rations, and to the intelligent care and management of the household.

HOUSEHOLD PHYSICS

The physical problems which confront the worker or the supervisor of the work in the modern home are studied. Each of the topics is made a matter of personal investigation by the pupil. The following list of topics will give an indication of the work attempted: gas and water supply, gas and water meters; filtration, distillation, sanitary plumbing; pumps, vacuum cleaners, the siphon, lamps, stoves, and other household machines; fuels, fuel and food values in calories, thermometer; systems of heating—stoves,



A CLASS IN DOMESTIC SCIENCE.

steam and hot water; fire extinguishers, fireless cookers, thermos bottles, ice chests, ice-cream freezers; arrangement of windows, shades and curtains; artificial lighting, kind of light, position of lamp in relation to object seen and person seeing; electric stoves, dish washers, washing machines, driers, irons, mangles, warming pans; use of the standard units in computing the cost of electric service; useful and wasted work in household processes.

DOMESTIC SCIENCE

Cookery: Study of foods as to source, cost, commercial preparation, etc. Cooking of all simple foods.

Planning meals, marketing, preparing and serving simple menus. Lunch room cookery. Demonstrations by pupils.

Dietetics: Digestion, absorption and assimilation of foods in the human body.

Nutritive requirements of the human body and foods which best supply those requirements. This part of the course is closely connected with the work in cookery.

The House: Evolution of the house. Planning, furnishing, and care of the house.

Household Management: Management of the house from an economic and healthful standpoint. Ten lessons devoted to home nursing.

Methods: Lesson plans, arranging courses of study and suitable equipment for grade and rural schools. Food exhibits, lectures and demonstrations by teachers and students. Practice teaching in the Training School, in the Junior High School in Trenton, and in student teaching centres.

DOMESTIC ARTS

The students electing Domestic Arts are not required to bring a laundry bag, gymnasium bloomers or cooking apron. These will be made in the early part of the course. The course includes:

Hand and machine sewing applied to aprons, gymnasium bloomers and a complete set of undergarments.

Knitting, crocheting, darning, patching, and simple embroidery.

Drafting, cutting, fitting, and designing of patterns.

Dressmaking: cotton or linen skirt, lingerie blouse, child's dress, winter school dress (wool), graduation dress (cotton).

Millinery: practice in construction and trimming of hats.

Textiles: origin, manufacture, and chemistry; the testing of common materials to increase students' ability to judge materials and purchase wisely; shopping.

Costume: elementary costume design; the making of costumes for school plays and festivals.

Methods: the writing of plans and courses of study; practice teaching in the Training School and in the Junior High School in Trenton. Ten weeks' experience at a student teaching center.

Practical experience in a dressmaking shop or its equivalent during the summer vacation is required.

Commercial Course

Junior Year

First Term—Twenty Weeks

Bookkeeping and				
Accountancy, .	4	periods	per	week
English,	3	"	"	"
Commercial				
Arithmetic, . . .	3	"	"	"
Stenography, . . .	4	"	"	"
Typewriting, . . .	4	"	"	"
Commercial Law				
and Business				
Customs,	3	"	"	"
Penmanship, . . .	2	"	"	"
Commercial and				
Economic				
Geography, . . .	2	"	"	"
Political Econo-				
my and Civics, . .	2	"	"	"
Physical Educa-				
tion,	2	"	"	"

Second Term—Twenty Weeks

Bookkeeping and				
Accountancy, .	4	periods	per	week
English,	3	"	"	"
Commercial				
Arithmetic, . . .	3	"	"	"
Stenography, . . .	4	"	"	"
Typewriting, . . .	4	"	"	"
Commercial Law				
and Business				
Customs,	3	"	"	"
Penmanship, . . .	2	"	"	"
Commercial and				
Economic				
Geography, . . .	2	"	"	"
Political Econo-				
my and Civics, . .	2	"	"	"
Physical Educa-				
tion,	2	"	"	"

Senior Year

First Term—Twenty Weeks

Psychology, . . .	3	periods	per	week
Observation, . . .	3	"	"	"
Cost Accounting, .	4	"	"	"
English,	3	"	"	"
Commercial				
Arithmetic, . . .	3	"	"	"
Stenography, . . .	3	"	"	"
Typewriting, . . .	3	"	"	"
Commercial Law				
and Business				
Customs,	3	"	"	"
Commercial and				
Economic				
Geography, . . .	2	"	"	"
Physical Educa-				
tion,	2	"	"	"

Second Term—Ten Weeks

Psychology, . . .	3	periods	per	week
Observation, . . .	3	"	"	"
Cost Accounting, .	3	"	"	"
English,	3	"	"	"
Commercial				
Arithmetic, . . .	3	"	"	"
Stenography, . . .	3	"	"	"
Typewriting, . . .	2	"	"	"
Commercial Law				
and Business				
Customs,	3	"	"	"
Commercial and				
Economic				
Geography, . . .	2	"	"	"
Physical Educa-				
tion,	4	"	"	"

Ten weeks' practice teaching in second term, senior year.

For details of general course subjects see pages 40-51.

Purpose

This course will prepare students to teach commercial subjects in junior and senior high schools.

Requirements for Admission

Young men and women who are graduates of commercial courses in high schools and high school graduates with business experience are admitted.

Business Practice

Before being enrolled for the course, candidates for admission must agree to fill business positions secured for them by the Principal of the Normal School or the Head of the Commercial Department, during one summer vacation. They will also be required to take charge of the work in the offices of the Steward and the Normal School for at least one term, under the guidance of regularly qualified teachers employed in these offices.

PSYCHOLOGY

A study is made of the fundamental principles of educational psychology, adapting the study of the learning process and the teaching process to the specific demands of knowledge and skill in accountancy, arithmetic, penmanship, stenography, and other commercial subjects. Some attention will be given to the psychology of salesmanship and advertising.

OBSERVATION AND PRACTICE TEACHING

Each student is required to observe the method of teaching the various subjects of this department and to submit a report of his observations for criticism.

Practice teaching is required of all students throughout the course. Ten weeks will be devoted to this work in junior and senior high schools, with opportunity for experience in teaching at least three subjects.

BOOKKEEPING AND ACCOUNTANCY

This course develops the subject logically, presenting to the student not only the principles underlying bookkeeping practice but also methods of designing systems and records. Various ways of using such systems and records for information and guidance in the development of business enterprises, including Cost Accounting, are stressed. The treatment of the whole subject is from the standpoint of the accountant.

ENGLISH

English grammar is reviewed from the standpoint of actual speech and writing. A comparative study of five of the best periodicals of general interest and five of the best business periodicals is made. In letter-writing, the following are given special attention: inquiries, orders, acknowledgments, adjustments, credits, collections, sales, follow-ups and applications.

At the beginning of the term a subject for investigation is chosen. The results of this investigation are accumulated and toward the end of the term embodied in a theme of fifteen hundred words.

COMMERCIAL ARITHMETIC

The object of this course is to emphasize the phases of arithmetic that apply especially to industrial and commercial enterprises. With this in view, problems from real industrial and business life are made the basis of the work.

The student is taught the latest methods in rapid calculation and is made familiar with modern methods of computation.

STENOGRAPHY

The theory of the system is first presented. This is followed by shorthand representations, word signs and other contractions, phrasing and reading. Much work is given in dictation drills in graded letters and documents of varied character, to develop speed and increase the vocabulary of the students.

The course includes, in addition to the mastery of the system, a study of the best methods of teaching the subject, and of the best material available to insure success as a teacher.

TYPEWRITING

A thorough course is given in touch typewriting, special emphasis being put upon instruction in methods and practice. Accuracy is emphasized throughout the course.

Students, during the second year, are required to do practical work in the different offices of the school.

COMMERCIAL LAW AND BUSINESS CUSTOMS

The fundamental principles of law and custom involved in business enterprises are developed through the study of cases from actual commercial life and from the courts. The course covers the following subdivisions of the subject: contracts; agency; bailments; sales of personal and real property; partnership; corporations; insurance; negotiable instruments.

COMMERCIAL AND ECONOMIC GEOGRAPHY

This course includes a study of the principal commercial nations of the world, and a careful analysis is made of the geographic, human and economic causes which underlie the industrial and commercial development of nations.

The factors which influence the localization of industries are studied.

POLITICAL ECONOMY AND CIVICS

This course is designed to set forth in simple language the fundamental principles of the business of government. The following is a partial list of the topics considered: Form of government: the town meeting; the repre-

sentative system; the board system; the commission form; the cabinet form; the city manager plan. Important public officials. Elections: the caucus and the convention; the primary; corrupt practices; the short ballot; citizenship; suffrage. Assessments: of property, of incomes. The budget: finance and accounting; bond issues; the sinking fund; maintenance; purchasing; conservation. Recreation: the parks; the playgrounds. Social welfare. Franchises. Public utilities. Principles of democracy: the initiative, the referendum, and the recall,—their safeguards.

Every system and method referred to in the course is in operation somewhere in the United States.

Manual Training Course

Junior Year

<i>First Term—Twenty Weeks</i>					<i>Second Term—Twenty Weeks</i>				
Psychology,	3	periods	per	week	Psychology,	3	periods	per	week
English,	3	"	"	"	English,	2	"	"	"
Shop Mathematics,	3	"	"	"	Freehand Drawing,	4	"	"	"
Freehand Drawing,	4	"	"	"	Mechanical Drawing,	4	"	"	"
Mechanical Drawing,	4	"	"	"	Physical Education,	2	"	"	"
Physical Education,	2	"	"	"	Manual Training,	20	"	"	"
Industrial Arts,	3	"	"	"					
Manual Training,	10	"	"	"					

Senior Year

<i>First Term—Twenty Weeks</i>					<i>Second Term—Ten Weeks</i>				
Practice Teaching,	10	periods	per	week	Practice Teaching,	6	periods	per	week
Applied Mechanics,	4	"	"	"	History of Education,	3	"	"	"
Mechanical Drawing,	4	"	"	"	Mechanical Drawing,	4	"	"	"
Physical Education,	2	"	"	"	Physical Education,	4	"	"	"
Manual Training,	15	"	"	"	Manual Training,	18	"	"	"

Five hours of shop work per week outside of school hours.

Ten weeks' practice teaching in second term, senior year.

For details of general course subjects see pages 40-51.

Purpose

To prepare students to teach manual training in the elementary grades and in junior and senior high schools.

Specific Aims

The acquisition of definite skill in the manipulation of various materials, wood, concrete, and sheet metal, and experience with a variety of tool processes, both hand and machine.

Ability to plan and construct equipment for use in the other departments of the school: looms, bookbinding frames, apparatus for experiments in applied science, sand tables, potter's wheels, etc.

Experience in relating manual arts to the other subjects in the school in such a way as to clarify and test ideas in history, geography, science, etc.

The enlarging of experience by visits to industrial plants, observing skilled workers, examining completed industrial products, and collecting books and other printed matter pertaining to industries and industrial processes.

Requirements for Admission

Men who are graduates of an approved high school or its equivalent, and who are naturally mechanically inclined, or who have had manual training courses in a high school are eligible.

Young women unusually well qualified may be admitted under certain conditions.

Equipment

The manual training plant occupies the whole ground floor of the new wing of the building. It comprises the main bench room; the machine room, with ten additional benches; tool, drafting and finishing rooms; a metal working room; two stock rooms; and an office. The forty benches in the main room are fully equipped with hand tools, and the room is provided with a grindstone, an adjustable miter box, and a shooting plane. The machine room contains a 36" band saw, a universal saw table, a 12" jointer, a 24" surfacer, two 12" x 55" speed lathes, a 12" x 72" speed lathe with carriage and compound rest set over tail stock, and a Mummert and Dixon automatic grinder.

PRACTICE TEACHING

In addition to the usual practice teaching in the second term, senior year, students are required to teach the pupils of the Training School under the supervision of the instructors. They also take charge of the instruction in nearby districts which do not employ regular manual training teachers.

SHOP MATHEMATICS

This course gives students information concerning building construction and shop materials, and a thorough training in the mathematical operations that are useful in shop practice. The problems actually met in the shop furnish as far as possible the basis of the work in this course.

FREE-HAND DRAWING

Such theory and practice of perspective drawing are given as will enable students to sketch from original ideas, from descriptions, or from working drawings, the appearance of objects and details of their construction.

Standards of proportion, decoration, and style in buildings and furniture are developed by means of (a) a brief survey of historic periods, (b) a consideration of current output in furniture, from study of catalogues and from observations and sketches made in local shops, (c) sketches and discussions of salient features of local architecture, public and private, with reference to historic types and adaptation to æsthetic requirements.

MECHANICAL DRAWING

Practical problems are used to demonstrate the use of instruments, orthographic projections as used in the shop, technical sketching of machine parts, isometric projections, truncations, development of surfaces, intersection of solids, screw threads, blue printing, etc.

INDUSTRIAL ARTS

Projects, involving the manipulation of various materials—wood, metal, textiles, clay, paper, cardboard and food—and illustrating industrial processes, are planned with reference to the ability of the pupils in the elementary grades. The close relationship of the industrial arts to the other subjects in the curriculum is shown by the development of sand table projects.

APPLIED MECHANICS

Growing out of the shop work, the following subjects will be considered:

Water pressure in its relation to water-supply, water motors, pumps, etc.; mechanical work and energy; the measurement of work, useful and wasted; friction in connection with machines; the meaning of and measurement of power, horse-power, watts, kilowatts; mechanical efficiency; the simple machines as found in grindstones, lathes, planes and other shop equipment; temperature and heat measurement as helpful in understanding the chief features of simple steam or gasoline engines; expansion, contraction and tool tempering; methods of heating, ventilating and lighting shops; elementary electricity as related to electric motors, lamps, etc.; ohms, volts, and amperes in relation to shop equipment.

MANUAL TRAINING

Industrial History

The development of various industries is studied with special attention to present day tendencies.

Bench Work

Through the construction of furniture and apparatus for school and playground, and similar work, students learn the proper use of tools, their construction, care and repair: principles of joinery and of general construction work; and wood finishing. The uses, value, and treatment of common woods and the processes of lumbering are discussed.

Machine Work

Individual instruction is given in the use of modern wood-working machinery as applied to cabinet work, furniture making, carpentry, etc. The sharpening of various cutters and the general care of the machines are also taught.

Turning

The care and the use of the wood turning lathe with its attachments and tools are taught, in connection with the making of furniture and apparatus needed in the school.

Pattern Making

Patterns are made for machine parts and various castings for repair work, which demonstrate the principles of draft, core, shrinkage, and segment work. Training is given in the making and reading of shop drawings.

Carpentry

The work in this course consists mainly of such carpenter and repair work as the school may require. In connection with this, students are taught the use of tools and machines. Each student is required to spend at least ten weeks assisting the school mechanic.

Metal Work

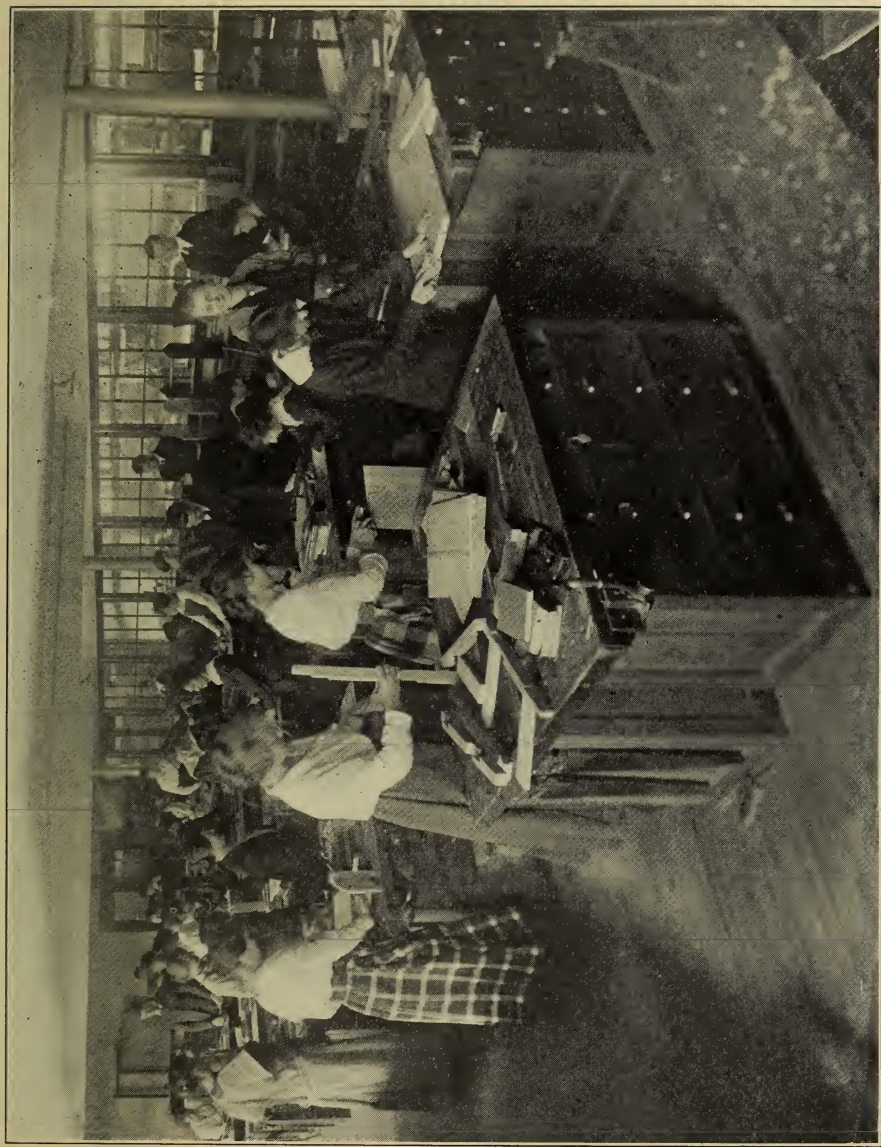
The students are taught laying out, forming, shaping, soldering, riveting, etc., on sheet metal, as required in practical problems.

Cement Work

The proportioning, mixing, and placing of concrete, the making of forms, and reinforcing are taught in the course of doing such repair work and making such concrete products as are required. Talks are given on the manufacture of Portland cement and its application to home and farm uses.

Methods of Teaching

Various methods of instruction and organization of material for the different grades are discussed. Projects by individuals or groups, as the most educative basis for the organization of the work, replace the older method of teaching the construction of prescribed models.



A CLASS IN MANUAL TRAINING.

Course for Teachers of Special Classes for Subnormal Children

Junior Year

<i>First Term—Twenty Weeks</i>					<i>Second Term—Twenty Weeks</i>				
Psychology,	3	periods	per	week	Psychology,	3	periods	per	week
English,	3	"	"	"	English,	3	"	"	"
Arithmetic,	3	"	"	"	Arithmetic,	3	"	"	"
Biology,	3	"	"	"	Biology,	3	"	"	"
Drawing,	2	"	"	"	Drawing,	2	"	"	"
Geography,	3	"	"	"	Geography,	3	"	"	"
History,	3	"	"	"	History,	3	"	"	"
Library Methods, .	1	"	"	"	Music,	2	"	"	"
Music,	2	"	"	"	Penmanship,	1	"	"	"
Penmanship,	1	"	"	"	Physical Educa-				
Physical Educa-					tion,	2	"	"	"
tion,	2	"	"	"	Reading and				
Reading and					Speaking	1	"	"	"
Speaking	1	"	"	"					

Senior Year

<i>First Term—Twenty Weeks</i>					<i>Second Term—Ten Weeks</i>				
Psychology of the					History of Educa-				
Defective Child, .	2	periods	per	week	tion,	3	periods	per	week
Experimental Ed-					Principles of Edu-				
ucation,	2	"	"	"	cation,	3	"	"	"
School Manage-					Applied Science, .	4	"	"	"
ment,	3	"	"	"	Cooking,	4	"	"	"
Reading Meth-					Industrial Arts, .	4	"	"	"
ods,	3	"	"	"	Physical Educa-				
Clinical Field					tion,	4	"	"	"
Work,	4	"	"	"	Reading and				
Clinical Tests and					Speaking,	2	"	"	"
Measurements, .	3	"	"	"	Sewing,	4	"	"	"
Observation and									
Practice,	5	"	"	"					
Manual Training, .	2	"	"	"					
Music,	2	"	"	"					
Physical Educa-									
tion,	2	"	"	"					
Reading and									
Speaking,	1	"	"	"					

Ten weeks' practice teaching in second term, senior year.

For details of general course subjects see page 40-51.

Purpose

This course will prepare for teaching in special classes for subnormal children.

Requirements for Admission

Seniors who have demonstrated fitness for this work during the junior year are admitted. Specialization does not begin until the senior year. Students are admitted only in sufficient numbers to meet the State's need for special class teachers.

For experienced grade teachers who have personal qualifications for special class teaching, a shorter course has been arranged to meet the State requirements for certification.

PHYSICAL EDUCATION AND THE PRACTICAL ARTS

The regular work in Physical Education, Manual Training, Industrial Arts, Cooking and Sewing, will be modified where necessary to stress forms of these activities especially suited for use in special classes.

PSYCHOLOGY OF THE DEFECTIVE CHILD

The course aims to give a general knowledge of the feeble-minded child, his character, mind, and physique. The causes of feeble-mindedness, including heredity, are discussed, and attention is given to possible solutions of the social problem of feeble-mindedness. Methods of teaching which are best adapted to the nature of the atypical child are emphasized throughout the course.

CLINICAL FIELD WORK

Students are trained in the social service work which contributes a background for the proper diagnosis of cases of feeble-mindedness. Visits are made to the homes of the children to gather information concerning the environment of the child, his own medical history, and the history of others in the family. Records of these visits are made and filed with other material relevant to the cases investigated.

CLINICAL TESTS AND MEASUREMENTS

Demonstration testing of normal and exceptional children followed by actual practice in the use of various mental tests, makes the students familiar with the behavior characteristic of the feeble-minded as contrasted with the normal child. This work, at the same time, gives the students a knowledge of the standard tests of mentality. Practice is given throughout in diagnosing cases and making recommendations for orthogenic treatment.

OBSERVATION AND PRACTICE

Demonstration lessons are given to show the kinds of physical, academic, industrial and social training best adapted to the needs of feeble-minded children. The special class in the Training School and selected special classes in the State provide ample opportunity for observation and practice. An attempt is made to have the students look upon each child in the special classes as a case for diagnosis and individual education.

Student Teaching Centers

Atlantic City,	Hopewell,	Ocean Grove,
Bayonne,	Kearny,	Passaic,
Belvidere,	Lakewood,	Pennington,
Beverly,	Lambertville,	Perth Amboy,
Bordentown,	Leonardo,	Princeton,
Bridgeton,	Long Branch,	Ridgewood,
Burlington,	Millville,	Rutherford,
Cape May,	Moorestown,	Somerville,
Collingswood,	Morristown,	Summit,
Dover,	New Brunswick,	Trenton,
Freehold,	Newton,	Vineland,
Hackensack,	North Bergen,	Westfield,
Haddonfield,	North Plainfield,	Woodbury.
Hightstown,	Nutley,	

Registry of Students

GRADUATES, FEBRUARY, 1917

High School Teachers Course

<i>Name</i>	<i>Specialty</i>	<i>Address</i>
Hanks, Naomi Skirm		Trenton, Mercer

General Course.

Breckwedel, Grace M.		Jamesburg, Middlesex
Brown, Pansy Nathalie		Moorestown, Burlington
Butler, Irene Carolyn		Keyport, Monmouth
Case, Laura Ruth		Trenton, Mercer
Cook, Ruth Wood	<i>Kindergarten</i>	Greenwich, Cumberland
Croken, Eleanor Margaret		New Brunswick, Middlesex
Danser, Anna M.	<i>Kindergarten</i>	Trenton, Mercer
Decker, Ethel Jane	<i>Kindergarten</i>	Bayonne, Hudson
Eldridge, Alice Wood		Bordentown, Burlington
Estlow, Josephine D.		Camden, Camden
Frisbey, Dorothy Anna		Woodbury, Gloucester
Generette, Pansy M. M.		Camden, Camden
Goddard, Sara Elizabeth		Manasquan, Monmouth
Goodenough, Elizabeth		Farmingdale, Monmouth

Domestic Science

Gould, Esther Anne		Bridgeton, Cumberland
Gould, Jeanette Eugenia		Bridgeton, Cumberland
Harrold, Marie Eleanor		Atlantic City, Atlantic
Horn, Margaret Gosline ..	<i>Kindergarten</i>	Bristol, Pa.
Huber, Louise Bertha		West Hoboken, Hudson

Geography and German

Johnson, Elsie T.		Hightstown, Mercer
Kanouse, Rita Rebecca		Boonton, Morris
Koechlein, Anna Katharine		Westfield, Union
Mason, Ethel Matilda	<i>Kindergarten</i>	Jersey City, Hudson
McKeague, Henrietta Goff		Millville, Cumberland

Domestic Science

Meeker, Helen Marie		New Brunswick, Middlesex
Mercker, Helen Eleanor	<i>German</i>	Jersey City, Hudson
Murray, Helen Marie		Perth Amboy, Middlesex
Nolan, Katharine B.	<i>English</i>	Trenton, Mercer
Norris, Grace Elizabeth ..	<i>Kindergarten</i>	Haddon Heights, Camden
Obdyke, Helen Gertrude		Port Morris, Morris

Manual Training

O'Brien, Louise		Trenton, Mercer
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<i>Name</i>	<i>Specialty</i>	<i>Address</i>
Parker, Marjorie Albury		Beverly, Burlington
Ruhlander, Lillian S.		Millville, Cumberland
Skinner, Mildred Isabella		Phillipsburg, Warren
Stout, Helen Mae	<i>Kindergarten</i>	Bay Head, Ocean
Sutton, Bessie Gladys		Pottersville, Somerset
Wilcox, Leah Jeanette		Long Branch, Monmouth
<i>Kindergarten and Music</i>		

GRADUATES, JUNE, 1917

High School Teachers Course

Haronian, Frank	Trenton, Mercer
Hill, Isabel	Trenton, Mercer

Advanced Special Certificates

Estlow, Josephine D.	<i>Accounting</i>	Camden, Camden
Fenton, Hattie	<i>Drawing</i>	Atlantic City, Atlantic
Nobles, Edith Woodin		Lakewood, Ocean
<i>English and History</i>		

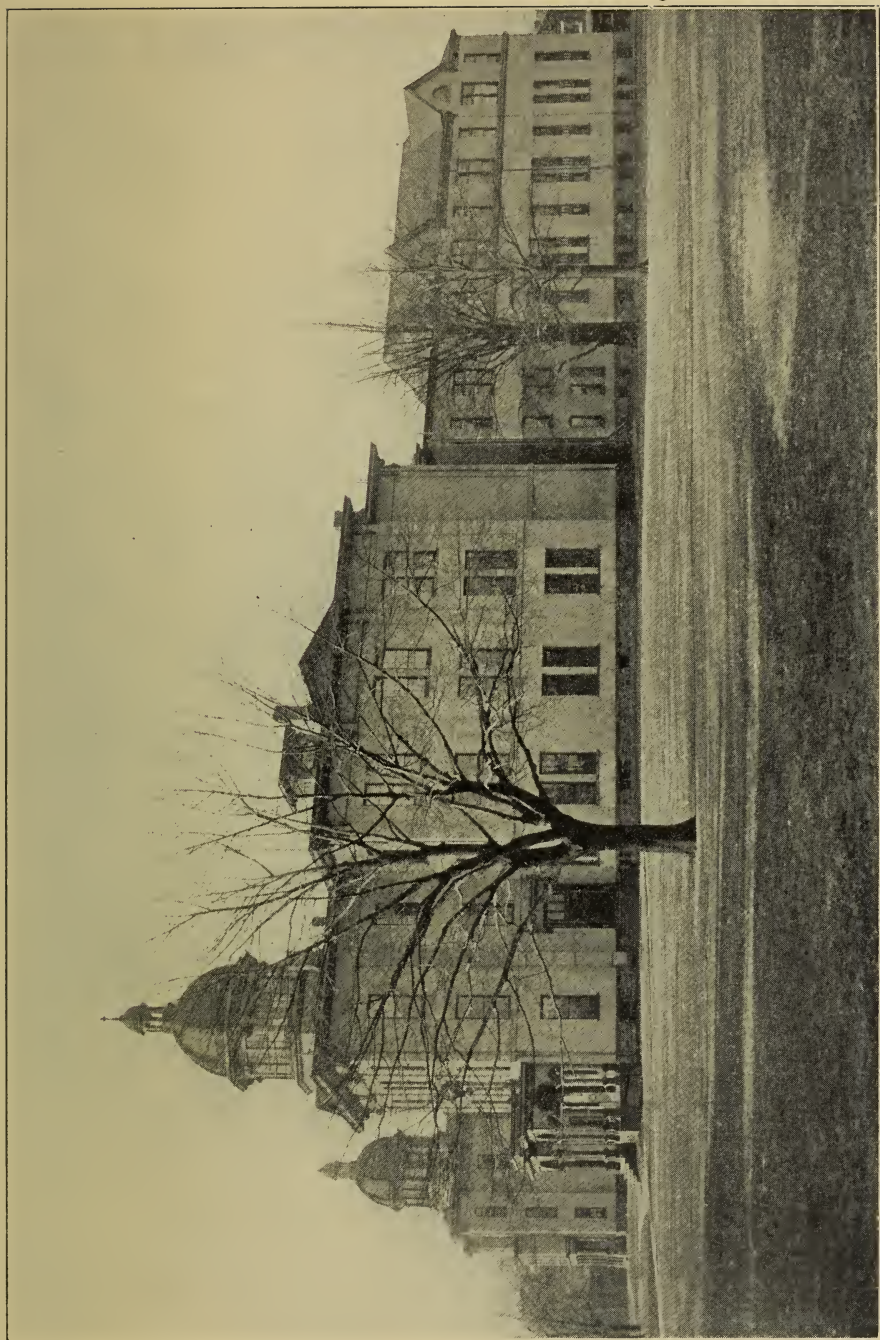
General Course

Allen, M. Luvena		Basking Ridge, Somerset
Applegate, Mildred Bartha		Prospect Plains, Middlesex
Ashton, Ina Lillian		Collingswood, Camden
Avery, Annie Louise	<i>Mathematics</i>	Trenton, Mercer
Avil, E. May	<i>History</i>	West Collingswood, Camden
Ayers, Florence Edna		Bridgeton, Cumberland
Barry, Kathryn Marie		Belvidere, Warren
Bartlett, Gertrude		Rahway, Union
Batten, Nellie Prosser		Blackwood, Camden
Bazzel, Sarah W.	<i>English and History</i>	Trenton, Mercer
Beckhoff, Esther	<i>Psychology</i>	Perth Amboy, Middlesex
Behrens, Hannah Louise		Asbury Park, Monmouth
Benjamin, Alice Edna	<i>Nature Study</i>	Hopewell, Mercer
Bennett, Mary Elizabeth		Gloucester, Camden
Besser, Elizabeth May		Audubon, Camden
Black, Katherine Holcombe ..	<i>Psychology</i>	Lambertville, Hunterdon
Blair, Helen D. F.		Bayonne, Hudson
Bradway, Ella	<i>Drawing</i>	Wildwood, Cape May
Brands, Florence Catharine		Delaware, Warren
Brower, Edna Rae	<i>History</i>	Bay Head, Ocean
Bryan, Mada E.		Port Murray, Warren
Carlough, Annabel		Campgaw, Bergen
Carnall, Mable R.		Trenton, Mercer
Case, Ada R.		Three Bridges, Hunterdon
Cheshansky, Rose E.	<i>German</i>	Perth Amboy, Middlesex

<i>Name</i>	<i>Specialty</i>	<i>Address</i>
Chew, Rosemary		Clayton, Gloucester
Christy, Mabelle N.		Millville, Cumberland
Clark, Isabel Wynkoop		Trenton, Mercer
Cleary, Viola Meriam	<i>History</i>	Trenton, Mercer
Clevenger, Phoebe Eleanor		Ocean Grove, Monmouth
Colburn, Helen White		New Brunswick, Middlesex
Compton, Dorothy M.	<i>Nature Study</i>	Bridgeton, Cumberland
Cooper, Florence Mildred		Englishtown, Monmouth
Cooper, Victorine Allnetta		Englishtown, Monmouth
Corn, Dorothy		Chrome, Middlesex
Crammer, Virginia Z.	<i>Nature Study</i>	Mount Holly, Burlington
Croxton, Mildred Carolyn		Mt. Ephraim P. O., Camden
Currie, Madeline Annette		Keyport, Monmouth
Dalley, Laura Felmley		Three Bridges, Cumberland
Deegan, Margaret M.		Perth Amboy, Middlesex
De Groat, Emily Rose	<i>Drawing</i>	Waldwick, Bergen
Ditton, Anna Louise		Phillipsburg, Warren
Dixon, Julia		Elmer, Salem
Doris, Elizabeth	<i>English</i>	Perth Amboy, Middlesex
Dufford, Ruth		Middle Valley, Morris
Dwyer, Dorothy Anna		South Amboy, Middlesex
Eck, Ada Ernestine		Jersey City, Hudson
Ellis, Beatrice Clara		Wenonah, Gloucester
Ellis, Jeannette		Trenton, Mercer
Fagan, Margaret M.		Trenton, Mercer
Farber, Clara Valentine	<i>Geography</i>	Vernon, Sussex
Feil, Gertrude Elizabeth	<i>Class Music</i>	Vineland, Cumberland
Ferguson, Mary Veronica	<i>History</i>	Trenton, Mercer
Forman, Ruth Walton		Burlington, Burlington
Foster, Lillian M.		Highlands, Monmouth
Foulds, C. Loretta		Trenton, Mercer
Giberson, Alice	<i>History</i>	Florence, Burlington
Glenn, Miriam Elsie		West Creek, Ocean
Godfrey, Ruth		Bloomsbury, Hunterdon
Green, Dora Schwarz		Woodstown, Salem
Grehea, Helena Louise		Atlantic Highlands, Monmouth
Griffith, Emma C.		Clover Hill, Hunterdon
Hannan, Mary Adelia		Bridgeton, Cumberland
Harris, Ella H.	<i>History</i>	Burlington, Burlington
Harty, Anna Louisa		Newton, Sussex
Havens, Helen		Belmar, Monmouth
Havens, Louise Mary		Lakewood, Ocean
Henderson, Nelly Still		Lambertville, Hunterdon
Henry, Edna Clementine ..	<i>Nature Study</i>	Trenton, Mercer
Higgins, Grace		Bordentown, Burlington
Higgins, Sara		Bordentown, Burlington
Hildreth, Norma F.		Cape May, Cape May

<i>Name</i>	<i>Specialty</i>	<i>Address</i>
Hormby, Marjorie Elizabeth		Ocean Grove, Monmouth
Howard, Alice		Rahway, Union
Hughes, Blanche Theodosia		Millville, Cumberland
Hurley, Ella May	<i>Nature Study</i>	Lakewood, Ocean
Jacobs, Tillie R.		Atlantic City, Atlantic
Jennings, Mary C.	<i>History</i>	Trenton, Mercer
Johnson, Alice May		Perth Amboy, Middlesex
Johnson, Helen Hall		Millville, Cumberland
Jones, Delanna Atchley		Trenton, Mercer
Kille, Irva R.		Clayton, Gloucester
Kirk, Aleen	<i>History</i>	South Amboy, Middlesex
Kroll, Elfried W.	<i>German</i>	Rochelle Park, Bergen
Lee, Dorothy Holmes		New Brunswick, Middlesex
Lentfer, Catherine		Millstone, Somerset
Le Valley, Elizabeth Fleight ...	<i>English</i>	Long Branch, Monmouth
Lewin, Mabel Anderson	<i>Drawing</i>	Delanco, Burlington
Linsky, Grace		Carteret, Middlesex
Longstreet, Lucile Green		Manasquan, Monmouth
Lord, Ruth H.	<i>Nature Study</i>	Millville, Cumberland
Magill, Rose		Vineland, Cumberland
Martin, Clara E.		Jamesburg, Middlesex
Matthews, Henrietta W.		Wharton, Morris
McCarthy, Sadie Agnes	<i>History</i>	Freehold, Monmouth
McCloskey, Marion	<i>History</i>	Point Pleasant, Ocean
McGinnis, Martha Rosalie		Bayonne, Hudson
Messler, Frances Esther		Allentown, Monmouth
Mills, Florence Jeannette		Dover, Morris
Mills, Marion Halstead		Sussex, Sussex
Moore, Frances Oella		Manasquan, Monmouth
Morse, Bessie Waite	<i>Nature Study</i>	Mays Landing, Atlantic
Muckensturm, Kathryn Margaret		Hammonton, Atlantic
Muller, Viola Ellen		Bayonne, Hudson
Myers, Laura Louisa		Rahway, Union
Nason, Marjorie Elizabeth ..	<i>Mathematics</i>	Trenton, Mercer
Neal, Dorothy Taylor		Riverside, Burlington
Newell, Mary A.	<i>Nature Study</i>	Salem, Salem
Nichols, Madeline		Trenton, Mercer
O'Neil, M. Ella	<i>History</i>	Millstone, Somerset
Osborne, Helen Terry		Atlantic City, Atlantic
Palmer, Lena Andress		Sparta, Sussex
Parcells, Elsie A.		New Providence, Union
Parker, Helen Adele		Allentown, Monmouth
Parsons, Adele Elizabeth		Atlantic City, Atlantic
Pearce, Mattie Hertzell		Bridgeton, Cumberland
Penn, Frances		Toms River, Ocean
Pettit, Cornelia Thompson		Woodstown, Salem

<i>Name</i>	<i>Specialty</i>	<i>Address</i>
Porter, Evelyn Fackenthall		Three Bridges, Hunterdon
<i>Geography and Nature Study</i>		
Potter, Grace E.	<i>Physical Training</i>	Bayville, Ocean
Prickett, Mary E.		Medford, Burlington
Proud, Alice Elizabeth		Masonville, Burlington
Quadt, Emeline Catherine		Perth Amboy, Middlesex
Quinn, Adrienne M.		Bayonne, Hudson
Ratti, Marie	<i>History</i>	Delanco, Burlington
Read, Ruth Emily		Lebanon, Hunterdon
Reeves, Ella Elizabeth		Millville, Cumberland
Reimann, Frances	<i>Nature Study</i>	Trenton, Mercer
Ripps, Miriam Ruth		Bayonne, Hudson
Robbins, Mabel C.	<i>Nature Study</i>	Trenton, Mercer
Robinson, Susie Woods		Berlin, Camden
Rode, Verna	<i>Physical Training</i>	Swedesboro, Gloucester
Rogers, Dorothy May	<i>Psychology</i>	Bivalve, Cumberland
Roth, Jean Saxon		Perth Amboy, Middlesex
Rue, Blanche Allen		Hightstown, Mercer
Russ, Ruth Covert .	<i>Drawing and History</i>	Delanco, Burlington
Russo, Grace Charitine		Rahway, Union
Saalman, Carrie Emilie	<i>Geography</i>	Egg Harbor City, Atlantic
Sacarny, Rose		Perth Amboy, Middlesex
Samuels, Ethel Mae		New Brunswick, Middlesex
<i>Class Music and English</i>		
Sawyer, Marie Agnes		Trenton, Mercer
Schive, Marie Elive ...	<i>Physical Training</i>	Rahway, Union
Showell, Alma		Absecon, Atlantic
Skinner, Mildred		Richwood, Gloucester
Slate, Ethel B.		Branchville, Sussex
Smires, Elsie Gertrude		Cream Ridge, Burlington
Smith, Dorothy Maida		Plainfield, Somerset
Soethen, Helen Anna		Trenton, Mercer
<i>English and History</i>		
Spicer, Reba Lewis		Wharton, Morris
Springer, Laura Irene		Rahway, Union
Steen, Helen M.	<i>Nature Study</i>	Trenton, Mercer
Stehley, Helen		Camden, Camden
Stoll, Laura		Newton, Sussex
Stults, Mildred Franklin	<i>English</i>	Hightstown, Mercer
Tams, Hilda	<i>Nature Study</i>	Trenton, Mercer
Tatem, Alice Frazer		Collingswood, Camden
Tice, Marguerite Moffett		Rahway, Union
Titus, Jane Irene		Lambertville, Hunterdon
Tobin, Alice Agnes		Trenton, Mercer
Van Tine, Florence		Long Branch, Monmouth
Verhoeff, Carolyn Louise		Ridgewood, Bergen
West, Elizabeth Palmer	<i>English</i>	New Sharon, Monmouth



NORTH VIEW, SHOWING ENLARGED GYMNASIUM.

<i>Name</i>	<i>Specialty</i>	<i>Address</i>
Wharton, Mildred Lucretia		Raritan, Somerset
Williams, Roberta C.	<i>Physical Training</i>	Wharton, Morris
Williston, Elizabeth R.	<i>English</i>	Phillipsburg, Warren
Wilson, Mary Eliza		Matawan, Monmouth
Woodruff, Ruth Haviland		Perth Amboy, Middlesex
Wright, Pearl Beatrice		Clayton, Gloucester
Wynocker, Ethel		Atco, Camden
Young, Mary Hamilton		Laurelton, Ocean
Zanes, Pearl Marie	<i>History</i>	Woodbury, Gloucester

Domestic Science Course

Atkinson, Volita	Moorestown, Burlington
Bailly, Violet Dean	Oceanport, Monmouth
Blackwell, Vivian May	Trenton, Mercer
Byrnes, Blance Elizabeth	Freehold, Monmouth
Carr, Katharine	Bristol, Pa.
Chase, Rebecca	Rahway, Union
Cooper, Gladys Morilda	Andover, Sussex
Davis, Ivy L. F.	Trenton, Mercer
Davis, Mildred Brown	Plainfield, Union
Fay, Helen Claire	Elberon, Monmouth
Finkle, Bessie Elaine	Trenton, Mercer
Forsyth, Mary	Freehold, Monmouth
Gilhuly, Hattie Dye	Red Bank, Monmouth
Githens, Mildred Claire	Woodbury, Gloucester
Goodwin, Edith Merrill	Trenton, Mercer
Johnson, Helen Frances	Rahway, Union
Kaufman, Rose Leslye	Toms River, Ocean
Kelly, Marie Theresa	Long Branch, Monmouth
Levy, Dorothy Frances	Trenton, Mercer
Moore, Ruth Brown	Bridgeton, Cumberland
Moss, Viola Hannah	Morrisville, Pa.
Priddy, Velma Adelaide	South River, Middlesex
Pursel, Gussie	Oxford, Warren
Reeves, Alma	Millville, Cumberland
Scott, Mary Elizabeth	Sicklerville, Camden
Smith, Roselle Marion	South River, Middlesex
Staats, Sara Evelyn	Griggstown, Somerset
Stokes, Grace C.	Trenton, Mercer
VanHorne, Florence Margaret	Trenton, Mercer
VanHorne, Jessie Louise	Trenton, Mercer
Walsh, Josephine V.	Trenton, Mercer
Weller, Sarah Moore	Ocean Grove, Monmouth

Manual Training Course

Beers, Dorothy Guinevere	Keyport, Monmouth
Crispin, Edna T.	Bassett, Gloucester

<i>Name</i>	<i>Specialty</i>	<i>Address</i>
Estell, Russell J.		Lakewood, Ocean
Livingston, Frances Grey		Fairton, Cumberland
Loson, Myrtle		Ocean Grove, Monmouth
McCusker, Robert Lloyd		Bayonne, Hudson
Mitchell, Helen Amelia		Phillipsburg, Warren
Motyl, Wladyslaw		Trenton, Mercer
Newton, Arthur T.		Jersey City, Hudson
Rairdon, Helen Agnes		Salem, Salem
Robbins, Margaret Catherine		Port Norris, Cumberland
Rode, Helen		Swedesboro, Gloucester
Schaab, George William		Cologne, Atlantic
Spaulding, Mary V.		Cranbury, Middlesex
Spencer, George Theodore		Plainfield, Union
Stapelfeld, Ruth K.		New Brunswick, Middlesex

Kindergarten Course

Ayers, Lena Mary	Sussex, Sussex
Bruce, Margaret Elizabeth	Matawan, Monmouth
Fischer, Ruth M.	Trenton, Mercer
George, Marion B.	Califon, Hunterdon
Greer, Bessie Azile ...	<i>Physical Training</i> Woodbury, Gloucester
Harper, Gladys Atwood...	<i>Nature Study</i> Yardley, Pa.
Heyder, Margaret	Belvidere, Warren
Ivins, Mabel Frances ..	<i>Physical Training</i> Atlantic City, Atlantic
Leino, Martha A.	Weehawken, Hudson
Minton, Louise.....	Washington, Warren
Ritter, Marion Adele	Rahway, Union
Rowe, Mabelle H.	Franklin, Sussex
Thompson, May Cooper, ..	<i>Nature Study</i> Trenton, Mercer
Todd, Ethel Elizabeth	Hackensack, Bergen

Commercial Course

Barnes, Grace Emeline	Haddon Heights, Camden
Boger, Maud E.	Long Branch, Monmouth
Firth, Mazie Townsend	Laurel Springs, Camden
Heritage, Edythe Sara	<i>History</i> Woodbury, Gloucester
Lamson, Marietta	<i>Physical Training</i> Moorestown, Burlington
MacIntyre, Emma	Bradley Beach, Monmouth
Meyer, Carrie	Camden, Camden
Roberts, Catharine Jarden	<i>History</i> Marlton, Burlington
Wood, Lydia Graisbury	Camden, Camden

Individual Music Certificates

ADVANCED COURSE IN VOICE CULTURE

Bailey, Stella	Trenton
Brettell, Joseph E.	Fieldsboro
Davies, Marietta P.	Bordentown

<i>Name</i>	<i>Address</i>
Denelsbeck, Margaret	Trenton
Drugan, Grace	Trenton
Fetter, Marjorie	Hopewell
Hill, John B.	Trenton
James, William	Trenton
Lair, Estella Rosalie	Trenton
Lee, Arnetta	Flemington
Sievers, Nelchen T.	Bordentown
Voight, Augusta	Trenton

COMPLETE COURSE IN HARMONY

Carton, Margaret H.	Trenton
Eiseley, Lorana	Trenton
Fuhrmann, Elizabeth M.	Trenton
Lair, Estella Rosalie	Trenton
Reed, Edna M.	Hamilton Square

ADVANCED COURSE IN PIANO

Davis, Ida Mae	Trenton
Greenwood, Ruth	Phillipsburg
Purrington, Martha Upton	Trenton
Reed, Edna M.	Hamilton Square

SECONDARY COURSE IN PIANO

Applestein, Sadie	Trenton
Bailey, Elizabeth	Trenton
Berkelhamer, Anna	Trenton
Dullard, Anna F.	Trenton
Feistal, Marion	Trenton
Schoening, Irma	Trenton

ELEMENTARY COURSE IN PIANO

Cooley, Elizabeth	Trenton
Humbert, Mary	Trenton
Michelson, Josephine	Trenton
Taylor, Helen	Bristol, Pa.

ENROLLMENT, 1917-1918

Post Graduate

Reimann, Frances E.	Trenton, Mercer
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High School Teachers Course

SENIOR CLASS

Cox, Elsie D.	Juliestown, Burlington
Diamond, Constantine M.	Trenton, Mercer
Farrier, Elta M.	Jersey City, Hudson
Lee, Lillian	Trenton, Mercer

General Course**SENIOR A CLASS**

<i>Name</i>	<i>Address</i>
Absalom, Viah M.	Florence, Burlington
Barr, Mildred L.	Metuchen, Middlesex
Bozearth, Elizabeth	Bridgeton, Cumberland
Brown, Anna E.	Millville, Cumberland
Cofield, Loretta B.	Bayonne, Hudson
Conley, Sara V.	Jersey City, Hudson
Coogan, Mary	Swedesboro, Gloucester
Craig, Emily G.	Basking Ridge, Somerset
Durnan, Mary	Trenton, Mercer
Eastburn, Ellen E.	Bridgeboro, Burlington
Egan, Teresa A.	Trenton, Mercer
Eiseman, M. Alida	Bayhead, Ocean
Godley, Eleanor G.	Trenton, Mercer
Goodwyn, Ida M.	Pleasantville, Atlantic
Graham, Alice H.	Trenton, Mercer
Jennings, Norma	Hamburg, Sussex
Jollie, Ida	Rutherford, Bergen
Karshmer, Fannie	New Brunswick, Middlesex
Keables, Jennie	Camden, Camden
Kistler, Jessie	Hasbrouck Heights, Bergen
Kohl, Mildred B.	Trenton, Mercer
Ledger, Genevieve X.	Stockton, Hunterdon
Lore, Ada C.	Newport, Cumberland
McDonough, Gertrude E.	Trenton, Mercer
Myers, Sarah	Boonton, Morris
Noble, Lillian A.	Lambertville, Hunterdon
O'Brien, Helen M.	Bayonne, Hudson
Oliphant, Roberta	Trenton, Mercer
Park, Pauline	Stewartsville, Warren
Potter, Margaret F.	Somerville, Somerset
Ross, Lillie E.	Linden, Union
Schmidt, Helen L.	Watchung, Somerset
Searles, Minnie	Belvidere, Warren
Stuart, Marguerite	Hackensack, Bergen
Trotter, Ruth E.	Atlantic City, Atlantic
Vandegrift, Elizabeth M.	Delanco, Burlington
Volk, Mary A.	Trenton, Mercer
Warner, Eunice M.	Riverside, Burlington
Woolley, Jessie	Long Branch, Monmouth

SENIOR B CLASS

Adams, Sophie L.	Port Norris, Cumberland
Albertson, Ruth M.	Belvidere, Warren
Andersen, Lilly	Fords, Middlesex
Anderson, Matilda	New Brunswick, Middlesex

<i>Name.</i>	<i>Address.</i>
Anderson, Mattie H.	Mercerville, Mercer
Anderson, Myrtle A.	Forked River, Ocean
Armstrong, Virginia	Hopewell, Mercer
Arrowsmith, Fannie R.	Princeton, Mercer
Asay, Helen M.	Bordentown, Burlington
Baird, Marion E.	Basking Ridge, Somerset
Batchelder, Elizabeth A.	Bristol, Pa.
Beckner, Edna L.	Stockton, Hunterdon
Belle, Bessie O.	Atlantic City, Atlantic
Bergen, Margaret G.	Cranbury, Middlesex
Berls, Dorothy R.	Grantwood, Bergen
Betchner, Alice E.	Bridgeton, Cumberland
Branche, Jola	Trenton, Mercer
Brögger, Eleanor K.	Perth Amboy, Middlesex
Brooks, Olive S.	Elmer, Salem
Brown, Elizabeth L.	Millville, Cumberland
Brown, Marion R.	Jamesburg, Middlesex
Buzby, Anna M.	Millville, Cumberland
Campbell, Mary J.	Newport, Cumberland
Carolan, Charlotte M.	New Brunswick, Middlesex
Carr, Eleanor	Bayonne, Hudson
Carver, Mabel	Trenton, Mercer
Church, Mary D.	Cape May City, Cape May
Clark, Matilda R.	Laurel Springs, Camden
Cochrane, Mary J.	Trenton, Mercer
Cohen, Anna	Riverside, Burlington
Colson, Lillian	Wildwood, Cape May
Connolly, Marguerite L.	Trenton, Mercer
Conover, Amyetta	Lake Como, Monmouth
Conover, Leira B.	Hammonton, Atlantic
Conrow, Helene	Long Branch, Monmouth
Cooley, Elizabeth R.	Trenton, Mercer
Cotton, Edith M.	Ocean City, Cape May
Crouse, Elizabeth	Trenton, Mercer
Damore, Anita	Atlantic City, Atlantic
Datscheg, Anna E.	Ocean City, Cape May
Davies, Marietta P.	Bordentown, Burlington
Davis, Margaret R.	Bridgeton, Cumberland
Davis, Miriam E.	Salem, Salem
Davison, Eleanor	Pennington, Mercer
Dean, Anna	Lambertville, Hunterdon
Desmond, Catherine R.	Freehold, Monmouth
Dick, Dorothy K.	Phillipsburg, Warren
Dickey, Elinor F.	Trenton, Mercer
Dorrell, Elsie S.	Alloway, Salem
DuBois, Anna	Alloway, Salem
Duncan, Ethel M.	Prospect Plains, Middlesex

<i>Name.</i>	<i>Address.</i>
Eick, Laura	Flemington, Hunterdon
Eldredge, Jessie G.	Wildwood, Cape May
Elliott, Ethel M.	Jamesburg, Middlesex
Engle, Mabel E.	Yardley, Pa.
Errico, Louise M.	Stockton, Hunterdon
Evans, Helen	Trenton, Mercer
Fabrizio, Susanna A.	Hammonton, Atlantic
Fell, Elizabeth S.	New Hope, Pa.
Ferguson, Louise E.	New Brunswick, Middlesex
Fleming, Nora	Lawrenceville, Mercer
Ford, Kathryn G.	Trenton, Mercer
Forsythe, Marion L.	Hopewell, Mercer
Fowler, Alice C.	Trenton, Mercer
Fowler, Olive P.	Princeton, Mercer
Frieman, Augusta	Trenton, Mercer
Fulton, Marion M.	Lawrenceville, Mercer
Gannon, Anna E.	Trenton, Mercer
Gilbert, Carrie M.	Burlington, Burlington
Gillette, Adelma E.	Vineland, Cumberland
Goldsmith, Marjorie M.	Palisade, Bergen
Grace, Sarah L.	Cloucester City, Camden
Greenwood, Ruth	Phillipsburg, Warren
Haines, Claire M.	Moorestown, Burlington
Hampton, Mary V.	Millville, Cumberland
Hand, Esther V.	Rio Grande, Cape May
Hardenburg, Caryl	Linden, Union
Hassmiller, Rose M.	Bayonne, Hudson
Haughey, Mary S.	Vineland, Cumberland
Hechler, Helen L.	Palisades Park, Bergen
Hendershot, Anna S.	Newton, Sussex
Henderson, Adda L.	Delmont, Cumberland
Henry, Florence E.	Trenton, Mercer
Heslin, Catherine E.	Morris Plains, Morris
Heyl, Alice M.	Milltown, Middlesex
Hoagland, Martha	Bayonne, Hudson
Hoefl, Mae M.	Bayonne, Hudson
Hoffner, Mary L.	Dobbins P. O., Burlington
Hogan, Grace R.	Millville, Cumberland
Holeman, Clara J.	Hopewell, Mercer
Holmes, Caroline B.	Forked River, Ocean
Homan, Elsie	West Cape May, Cape May
Hoover, Nettie M.	Glassboro, Gloucester
Horstman, Josephine C. G.	East Rutherford, Bergen
Hower, Lillian F.	Navesink, Monmouth
Hughes, Ruth C.	Haddonfield, Camden
Hunt, Margaret E.	Morrisville, Pa.
Hurff, Marion	Sicklertown, Camden

<i>Name.</i>	<i>Address.</i>
Husted, Margaret H.	Newport, Cumberland
Jones, Dorothy W.	Toms River, Ocean
Kerns, Emma R.	Trenton, Mercer
Kerr, Esther V.	Flemington, Hunterdon
Kervin, Emily	Trenton, Mercer
Keyes, Adelaide	Englishtown, Monmouth
Kittle, Jennie C.	Riverside, Burlington
Koop, Anna K.	Jersey City, Hudson
Lanza, Jennie	Trenton, Mercer
Lee, Veva M.	Heislerville, Cumberland
Lewis, Anna R.	Bridgeton, Cumberland
Lingerman, Sadie M.	Hightstown, Mercer
Little, Bertha E.	Wharton, Morris
Little, Edna F.	Bayonne, Hudson
Loomar, Millie	Metuchen, Middlesex
Lott, M. Geraldine	Phillipsburg, Warren
Love, Jesse	Long Branch, Monmouth
Maddock, Margaret	Trenton, Mercer
Marlow, Eva C.	Trenton, Mercer
Martin, Madeline	New Brunswick, Middlesex
McCarthy, Katheryn F.	Freehold, Monmouth
McCue, Rose I.	Trenton, Mercer
McDonough, Josephine S.	Gloucester City, Camden
Meder, Magdalene A.	Trenton, Mercer
Meyers, Hazel M.	Trenton, Mercer
Middleton, Helen	Asbury Park, Monmouth
Middleton, Violet S.	Asbury Park, Monmouth
Moore, Bessie A.	Princeton, Mercer
Moore, Helen R.	Elmer, Salem
Moore, Ruth	Millville, Cumberland
Mueller, Minna W.	Elizabeth, Union
Munson, Fleta	Franklin, Sussex
Mutchler, Anna E.	Trenton, Mercer
Nicholson, Marjorie	Delanco, Burlington
Nickerson, Pauline	Ocean City, Cape May
Oliver, Alma J.	Wharton, Morris
Ort, Leila R.	German Valley, Morris
Patrick, Margaret M.	Fieldsboro, Burlington
Patterson, Harry E.	Freehold, Monmouth
Perrine, E. Frances	South Amboy, Middlesex
Phillips, Margaret B.	Trenton, Mercer
Pierce, Mildred M.	Bridgeton, Cumberland
Pierson, Grace A.	Lawrenceville, Mercer
Pilling, May S.	Pitman, Gloucester
Pope, Isabelle L.	Far Hills, Somerset
Powers, Marie	Perth Amboy, Middlesex
Pulone, Caroline V.	Trenton, Mercer

<i>Name.</i>	<i>Address.</i>
Rake, Grace	Trenton, Mercer
Reed, Emner C.	Hightstown, Mercer
Reed, Myrtle A.	Chesterfield, Burlington
Richman, Martha A.	Woodstown, Salem
Robinson, Hazel M.	Bridgeton, Cumberland
Roche, Helen A.	Trenton, Mercer
Rogers, Helen	Point Pleasant, Ocean
Russi, Marie E.	Burlington, Burlington
Sayre, Dorothy	Cape May C. H., Cape May
Schaefer, Madeline F.	Elizabeth, Union
Schellinger, Mildred D.	Wildwood, Cape May
Schoening, Elsa B.	Trenton, Mercer
Schwab, Elisabeth	Atlantic City, Atlantic
Schwenker, Ruth E.	Haddon Heights, Camden
Scudder, E. Edith	Sparta, Sussex
Sebold, Marie A.	Trenton, Mercer
Sharp, Thelma L.	Bridgeton, Cumberland
Shaw, Bertha	Haddonfield, Camden
Sickler, Edna F.	Pitman, Gloucester
Smith, Charles	Lambertville, Hunterdon
Stehlinger, Beatrice L.	Burlington, Burlington
Stothoff, Ruth	Flemington, Hunterdon
Strang, Ruth E.	Bridgeton, Cumberland
Streckfuss, Lucile F.	Passaic, Passaic
Teets, Carrie N.	Mountainville, Hunterdon
Terry, Meda O.	Millville, Cumberland
Traimen, Mazie F.	Vineland, Cumberland
Trusdell, Bessie R.	Vernon, Sussex
Tudos, Helen M.	Bridgeton, Cumberland
Turnley, Esther	Haddonfield, Camden
Vreeland, Irene L.	Bayonne, Hudson
Waddington, Henrietta	Penn's Grove, Salem
Wade, Miriam H.	Millville, Cumberland
Wasko, Catherine G.	Bayonne, Hudson
Watkins, Janet	Princeton, Mercer
Watson, Helen M.	Trenton, Mercer
Weatherby, Katharine L.	New Brunswick, Middlesex
Weimar, Caroline	Elizabeth, Union
Whiticar, Emily T.	Fairton, Cumberland
Williamson, Blanche	Stockton, Hunterdon
Wohlfarth, Julia K.	Lakewood, Ocean
Zapf, Dorothy H.	Princeton, Mercer
Zuege, Charlotte	Jersey City, Hudson

JUNIOR A CLASS

Ahern, Geneva V.	Highlands, Monmouth
Binder, Alice A.	Trenton, Mercer

<i>Name.</i>	<i>Address.</i>
Blackman, Eva	Woodbury, Gloucester
Bowman, May F.	Leeds Point, Atlantic
Burley, Lillie G.	Tuckahoe, Cape May
Carey, Helen B.	Camden, Camden
Chambers, Hazel	Lakewood, Ocean
Cunningham, Anna	Moorestown, Burlington
Donovan, Mary M.	Freehold, Monmouth
Doyle, Kathryn	Bayonne, Hudson
Ely, Irene P.	Englishtown, Monmouth
Feinsod, Lydia	Long Branch, Monmouth
Fisher, Alma E.	Bridgeton, Cumberland
Ford, Gertrude	Bordentown, Burlington
Foster, Evelyn	Highlands, Monmouth
Hillman, Sophie H.	South Amboy, Middlesex
Hurff, Naomi	Williamstown, Gloucester
Irons, Kizzie L.	Adelphia, Monmouth
Jentsch, Maria	Riverside, Burlington
Knowles, Marion	Trenton, Mercer
Larzelere, Ruth H.	Maple Shade, Burlington
Miller, Greta S.	Salem, Salem
Plant, Edna M.	Trenton, Mercer
Preen, T. Louise	Newark, Essex
Stafford, Anna	Moorestown, Burlington
Van Huel, Elsie H.	West Long Branch, Monmouth
Vreeland, Ada C.	Bayonne, Hudson
Wood, Ruth C.	Oxford, Warren

JUNIOR B CLASS

Adcock, Sara E.	Red Bank, Monmouth
Albertson, Luella G.	Blairstown, Warren
Allen, Anna M.	Bayonne, Hudson
Ayres, Alice G.	Woodbury, Gloucester
Bacon, Marion W.	Greenwich, Cumberland
Band, Irene F.	Trenton, Mercer
Banner, Mildred	Trenton, Mercer
Beattie, Vivien	Collingswood, Camden
Becker, Ruth W.	Raritan, Somerset
Bennett, Charlotte D.	Millville, Cumberland
Bierman, Agnes	Alloway, Salem
Blake, Anna S.	Forked River, Ocean
Blakeslee, Dorothy A.	Jamesburg, Middlesex
Blakeslee, Elizabeth M.	Jamesburg, Middlesex
Blanten, Elsie	Somerville, Somerset
Boardman, Mabel	Vineland, Cumberland
Botti, Kathryn	Sussex, Sussex
Bowman, Catherine B.	Bayonne, Hudson
Bradley, Luther S.	Mount Holly, Burlington

<i>Name.</i>	<i>Address.</i>
Bray, Dorothy W.	Belvidere, Warren
Brown, Anna L.	Vincentown, Burlington
Brown, E. Dorothy	Florence, Burlington
Bryan, Jessie E.	Three Bridges, Hunterdon
Budlong, Leila M.	Belford, Monmouth
Burch, Esther B.	Bridgeton, Cumberland
Butt, Mary R.	Atlantic City, Atlantic
Campbell, Anna M.	Bayonne, Hudson
Casazza, Magdalene	Vineland, Cumberland
Charlesworth, Rachel S.	Millville, Cumberland
Chase, Angie P.	Holmdel, Monmouth
Clement, Sara L.	Fairton, Cumberland
Cohen, Rebecca E.	Long Branch, Monmouth
Cole, May	Readington, Hunterdon
Compton, Euretta	Belford, Monmouth
Conover, Clara A.	Absecon, Atlantic
Conover, Elizabeth M.	Absecon, Atlantic
Conover, Lillie M.	North Branch, Somerset
Conover, Mary V.	Hightstown, Mercer
Conover, Mary V. D.	Freehold, Monmouth
Cook, Gladys Z.	Ocean Grove, Monmouth
Cook, M. Melissa	Landisville, Atlantic
Cooley, Lota C.	Trenton, Mercer
Corliss, Alma	Barneгат, Ocean
Cresswell, Mildred	Bridgeton, Cumberland
Cummings, Elizabeth M.	Bayonne, Hudson
Curley, Margaret M.	Freehold, Monmouth
Dalrymple, Thelma	Trenton, Mercer
Deber, Ethel	Port Reading, Middlesex
Dennish, Anna	Trenton, Mercer
De Witt, Frances	Philipsburg, Warren
Dey, Jessie	Prospect Plains, Middlesex
Dobbins, Alice P.	Woodbury, Gloucester
Donnelly, Susie	Bordentown, Burlington
Donovan, Margaret M.	Bayonne, Hudson
Down, Harriet	Newfield, Gloucester
Drake, C. Amanda	Trenton, Mercer
Drechsler, Bertha	Trenton, Mercer
Dudley, Marianna	Moorestown, Burlington
Eavenson, I. Mildred	Moorestown, Burlington
Edwards, Hannah S.	Bridgeton, Cumberland
Endebrock, Cecelia F.	Trenton, Mercer
Errico, Josephine M.	Stockton, Hunterdon
Fletcher, Naomi	Asbury Park, Monmouth
Flood, Mary M.	Cliffside, Bergen
Foley, Margaret	Camden, Camden
Francis, Geraldine	Holmeson, Monmouth



Mural Decoration, Auditorium.

THE PEACE COUNCIL OF NEW JERSEY AND THE INDIANS, 1758.

BY RICHARD BLOSSOM FARLEY.

<i>Name.</i>	<i>Address.</i>
Garretson, Thelma	Dividing Creek, Cumberland
Caunt, Hannah T.	Mullica Hill, Gloucester
Gillespie, Miriam E.	Vineland, Cumberland
Gleason, Edith M.	Camden, Camden
Grawe, Mildred M.	Hammonton, Atlantic
Green, Virginia M.	Trenton, Mercer
Gulick Elizabeth M.	Princeton, Mercer
Gulick, Jane V.	Princeton, Mercer
Haig, Elizabeth B.	Merchantville, Camden
Harris, Helen B.	Westville, Gloucester
Hawes, Edith M.	Stratford, Camden
Hendrickson, Alice J.	Trenton, Mercer
Herr, Edith S.	Moorestown, Burlington
Hill, Mabel	Wharton, Morris
Hopper, Ruth A.	Ridgewood, Bergen
Horner, Nettie D.	Lakewood, Ocean
Howell, Mildred A.	Trenton, Mercer
Hunt, Margaret S.	Sussex, Sussex
Hutchinson, Mary C.	Cranbury, Middlesex
Iredell, Flossie M.	Stratford, Camden
Kayhart, Eva	Butler, Morris
Kelty, Mary	Lambertville, Hunterdon
Klein, Elizabeth S.	Bordentown, Burlington
Kraemer, Frances A.	Elmer, Salem
Kraemer, Jennie C.	Belford, Monmouth
Laferty, M. Ruth	Vineland, Cumberland
Lamb, Mary	Englishtown, Monmouth
Levine, Dora	Asbury Park, Monmouth
Lorzer, A. May	Westfield, Union
Ludwig, Lola M.	Collingswood, Camden
Lund, Margaret	Belford, Monmouth
Lynch, Isabel H.	Bayonne, Hudson
Lyon, Dorothy	Trenton, Mercer
Lyons, Katherine	Princeton, Mercer
Mackey, Pearl C.	Belvidere, Warren
Margerum, Edith B.	Princeton, Mercer
Markert, Lina E.	Flemington, Hunterdon
Marks, Vera S.	Bridgeton, Cumberland
McCandless, Mary E.	Westville, Gloucester
McCormack, Cyrilla C.	Bayonne, Hudson
McLoughlin, Cecilia V.	Bordentown, Burlington
Mead, Laura V.	Bridgeton, Cumberland
Miller, Hanna Mae	Elmer, Salem
Minard, Henrietta E.	Berlin, Camden
Mitchell, Kathryn A.	Trenton, Mercer
Moore, Sara V.	Millville, Cumberland
Mullen, Martha D.	Bridgeton, Cumberland

<i>Name.</i>	<i>Address.</i>
Nace, Lillian F.	Collingswood, Camden
Naylor, Bessie M.	Lambertville, Hunterdon
Neal, Margaretta	Riverside, Burlington
Niepling, Elsie H.	Waterford, Camden
Ostrosky, Rebecca	Asbury Park, Monmouth
Parker, Ruth A.	Trenton, Mercer
Parry, B. Esther	Buttzeville, Warren
Parsons, Laura F.	Greenwich, Cumberland
Paullin, A. Irene	Bridgeton, Cumberland
Perkins, Ada	Riverton, Burlington
Pierson, Marion K.	Lawrenceville, Mercer
Pittenger, Ruth	Trenton, Mercer
Plummer, Grace M.	Quinton, Salem
Powell, Grace G.	Trenton, Mercer
Randolph, Mary E.	Port Norris, Cumberland
Riley, Lillian E.	Hopewell, Mercer
Robinson, Edith	Franklinville, Gloucester
Ryan, Frances M.	Trenton, Mercer
Rush, Mary B.	Washington, Warren
Schoch, Sarah E.	Belvidere, Warren
Schultz, Agnes E.	Woodbury, Gloucester
Sharp, Helen S.	Port Norris, Cumberland
Sharp, Kennard	Haleyville, Cumberland
Sheeleigh, Angeline	Jersey City, Hudson
Shepherd, Beatrice A.	Hopewell, Mercer
Simerson, Mildred C.	Belvidere, Warren
Smith, Bella M.	Rahway, Union
Souder, Mary J.	Atlantic City, Atlantic
Speck, Erma	Trenton, Mercer
Srager, Sara	Plainfield, Union
Stanlick, Hazel M.	Wharton, Morris
Stickler, Jane E.	Newton, Sussex
Stokes, Marion	Freehold, Monmouth
Stuart, H. Winifred	Rahway, Union
Sullivan, Bessie	Bayonne, Hudson
Swain, Bertha H.	Pemberton, Burlington
Stockton, Edith M.	Beverly, Burlington
Tambour, Marie B. A.	Trenton, Mercer
Theurer, Margaretha	Jersey City, Hudson
Thomas, Mary P.	Lakewood, Ocean
Thompson, Estella H.	Freehold, Monmouth
Thompson, M. Ella	Green Creek, Cape May
Todd, Rhoda	Port Morris, Morris
Trogenza, Hazel	Wharton, Morris
Turner, Helen F.	Camden, Camden
Updyke, Elizabeth S.	Princeton, Mercer
Vanderhoff, Isabel	Butler, Morris

<i>Name.</i>	<i>Address.</i>
VanNest, Mary	Trenton, Mercer
Veale, Emma M.	Bridgeton, Cumberland
Vence, Elizabeth	Bridgeton, Cumberland
Verhoeff, Florence M.	Ridgewood, Bergen
Walden, Edythe C.	Moorestown, Burlington
Ward, Jessie	Butler, Morris
Ware, Mary M.	Monroeville, Salem
Webb, Hazel R.	Hightstown, Mercer
Welsh, Helen A.	Highland Park, Middlesex
Wevat, C. Frances	Bordentown, Burlington
Wilbert, May C.	Forked River, Ocean
Wilkins, Agnes A.	Moorestown, Burlington
Williamson, Permelia	Hopewell, Mercer
Woolman, Emilie E.	Elmer, Salem
Young, Gladys H.	Pennington, Mercer

Kindergarten-Primary Course**SENIOR A CLASS**

Allen, Bertha E. W.	Trenton, Mercer
Donaghay, Margaret	West Collingswood, Camden
Minner, Fannie M.	South Amboy, Middlesex
Sievers, Nelchen	Bordentown, Burlington

SENIOR B CLASS

Anderson, Florence	Haddonfield, Camden
Barber, Helene	Lakewood, Ocean
Beers, Harriet	Freehold, Monmouth
Claire, Helen S.	Bordentown, Burlington
Browne, B. Olive	Coytesville, Bergen
Cortelyou, Marian	Monmouth Junction, Middlesex
Darnell, Elizabeth R.	Trenton, Mercer
Davis, Emily R.	Shiloh, Cumberland
Drake, Helen M.	Trenton, Mercer
Dyer, Edith D.	Camden, Camden
Elder, Moira A.	Trenton, Mercer
Flitcraft, Wilhelmina	Woodstown, Salem
Gerson, Rose	Trenton, Mercer
Hannold, Frances J.	Swedesboro, Gloucester
Hargrove, Edna T.	Bordentown, Burlington
Hopler, Bernice D.	Bartley, Morris
Lincoln, Viola L.	Demarest, Bergen
Litt, Sadye E.	Trenton, Mercer
Lloyd, Mildred	Woodbury Heights, Gloucester
Marsh, Marguerite E.	Elizabeth, Union
Matthews, Lavinia M.	Millville, Cumberland
McHenry, Elizabeth E.	Trenton, Mercer

<i>Name.</i>	<i>Address.</i>
McIntire, Caroline E.	Burlington, Burlington
Michalis, Elsie M.	Roebling, Burlington
Moore, Margaret M.	Trenton, Mercer
Smith, Helen E.	Trenton, Mercer
Twitchell, Thera	Trenton, Mercer
Wendel, Lidia	Linden, Union
Wilkins, Ruth de H.	Thorofare, Gloucester
Woodhouse, Edith	Trenton, Mercer

JUNIOR A CLASS

Ford, Gertrude	Bordentown, Burlington
Kelly, Mary B.	Trenton, Mercer
Oliphant, Anne McK.	Trenton, Mercer
Smock, Clara M.	Fair Haven, Monmouth
Ware, Elsie B.	Millville, Cumberland
Woodrow, Bertha	Collingswood, Camden

JUNIOR B CLASS

Bash, Ida	Trenton, Mercer
Bowden, Mary F.	Trenton, Mercer
Buchanan, Lillian	Rocky Hill, Somerset
Bullock, Helen A.	Trenton, Mercer
Clausen, Julia	Princeton, Mercer
Connor, Mary T.	Trenton, Mercer
Conover, Helen L.	Trenton, Mercer
Covey, Grace E.	Newfoundland, Morris
Cramer, Minerva S.	Trenton, Mercer
Creighton, Elizabeth	Atlantic City, Atlantic
Cutter, Sadye	Trenton, Mercer
Davis, Meriam A.	Collingswood, Camden
Dilts, Myrtle E.	Ringoes, Hunterdon
Elkins, Evelyn R.	Trenton, Mercer
Gagg, Marion	Trenton, Mercer
Gardiner, Rachel E.	Aura, Gloucester
Garretson, Ida	Cape May C. H., Cape May
Gribbins, Catherine C.	Trenton, Mercer
Holcombe, Helen	Lambertville, Hunterdon
Holman, Maude W.	West Point Pleasant, Ocean
Hough, Ruth E.	Sussex, Sussex
Hunt, Florence M.	Trenton, Mercer
Johnson, Helen M.	Trenton, Mercer
Jones, Anabel	Trenton, Mercer
Kaplan, Mary	Trenton, Mercer
Kuhlthau, Evelyn M.	New Brunswick, Middlesex
Lins, Emily K.	Milltown, Middlesex
Martenis, Mary L.	Belvidere, Warren
McCoy, Isabella L.	Sussex, Sussex

<i>Name</i>	<i>Address</i>
McCrea, Marcia	Flemington, Hunterdon
McGoogan, Agnes C.	Trenton, Mercer
McIntire, H. Ruth	Burlington, Burlington
Messler, Myrtle	Cranbury, Middlesex
Mullen, Kathryn	South Amboy, Middlesex
Neal, Mamie G.	Freehold, Monmouth
Newcomb, Margaret B.	Millville, Cumberland
O'Donnell, Anna M.	Bayonne, Hudson
Parker, Ella A.	Burlington, Burlington
Paulding, Helen M.	Daretown, Salem
Pennington, Cora E.	Trenton, Mercer
Rambo, Mildred F.	Collingswood, Camden
Ramsey, Gertrude	Vineland, Cumberland
Randalman, Jennie E.	Trenton, Mercer
Read, Jessie D.	Grenloch, Gloucester
Rice, Alma E.	Swainton, Cape May
Rieck, Mabel	Millville, Cumberland
Robinson, Erma O.	Woodstown, Salem
Schneider, Marion	Burlington, Burlington
Stines, Annie M.	Point Pleasant, Ocean
Thompson, Grace	Trenton, Mercer
Thompson, Mary E.	Washington, Warren
Van Derveer, Jessie B.	Freehold, Monmouth
Westacott, Josephine	Riverton, Burlington
Whitesell, Olive	Sharptown, Salem
Wooton, Hazel C.	Trenton, Mercer
Zanes, Esther F.	East Rutherford, Bergen

Domestic Science Course

SENIOR B CLASS

Ader, Mary E.	Trenton, Mercer
Ashton, Estelle V.	Trenton, Mercer
Banks, Janet G.	Trenton, Mercer
Cahill, Catherine C.	Trenton, Mercer
Campbell, Elva T.	Brielle, Monmouth
Carter, Evelyn M.	Ridgewood, Bergen
Case, Martha P.	Morrisville, Pa.
Corning, Mary Louise	Trenton, Mercer
Draffin, Edna M.	Lambertville, Hunterdon
Dusinbury, Lois	Trenton, Mercer
Eckhardt, Elizabeth M.	Folsom, Atlantic
Gribbin, Margaret M.	Trenton, Mercer
Hipple, Margaret C.	Haddonfield, Camden
Heraty, Mabel A.	Bayonne, Hudson
Holpp, Margaret V.	Passaic, Passaic
Palmer, Rachel M.	Fort Lee, Bergen

<i>Name</i>	<i>Address.</i>
Parker, M. Lillian	Moorestown, Burlington
Stilwell, Huldah D.	Toms River, Ocean
Taylor, Violet	Lambertville, Hunterdon
Ward, Iona M.	Trenton, Mercer
Wickham, Martha B.	Lake Como, Monmouth
Woodhouse, Charlotta J.	Trenton, Mercer

JUNIOR B CLASS

Backes, Dorothy C.	Trenton, Mercer
Banks, Mary D.	Trenton, Mercer
Cochrane, Margaret	Trenton, Mercer
Conover, Helen S.	Hightstown, Mercer
Corbett, Gertrude E.	Long Branch, Monmouth
Crowell, Marian	Hammonton, Atlantic
Danley, Verna	Wrightstown, Burlington
Drake, Helen E.	Trenton, Mercer
Forsyth, Virginia	Pemberton, Burlington
Frandsen, Ida	South River, Middlesex
Goble, Marjorie	Pemberton, Burlington
Goodman, Marion	Trenton, Mercer
Harris, Anna M.	Elmer, Salem
Hensel, Emily H.	Merchantville, Camden
Herman, Marion E.	Phillipsburg, Warren
Hirst, Alice M.	Camden, Camden
Holman, Stella	West Creek, Ocean
Hunt, Marjorie C.	Hamilton Square, Mercer
Inscho, Marguerite	Stanhope, Sussex
Johnson, Margaret E.	Hightstown, Mercer
Keffer, Anna M.	Bayonne, Hudson
McConomy, Mae	Tuckerton, Ocean
Meginness, Emma L.	Lambertville, Hunterdon
Morris, Grace	Tuckerton, Ocean
Pentermann, Henrietta	New Monmouth, Monmouth
Pidgeon, Marjorie E.	Grantwood, Bergen
Pomeroy, Grace L.	Bordentown, Burlington
Rogers, Margaret	Trenton, Mercer
Ryan, Helen M.	Trenton, Mercer
Smith, Dorothy B.	Burlington, Burlington
Stuart, Marion	Burlington, Burlington
Towers, Mabel	Trenton, Mercer

Commercial Course

SENIOR A CLASS

Taubert, Charlotte H.	Weehawken, Hudson
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SENIOR B CLASS

<i>Name</i>	<i>Address</i>
Dey, Ella B.	Crosswicks, Burlington
Glenn, Joseph H.	West Creek, Ocean
Gosa, Kathryn M.	Bridgeton, Cumberland
Letts, Ida M.	Jobstown, Burlington
Mattison, Ruth L.	Bridgeton, Cumberland
O'Neil, Alice T.	Belvidere, Warren
Porte, Ida M.	Port Colden, Warren
Scheyhing, Albert	Bridgeton, Cumberland

JUNIOR A CLASS

Plager, Nettie F.	Long Branch, Monmouth
Ridgway, Lizette	Delanco, Burlington

JUNIOR B CLASS

Boyd, Helen	Berlin, Camden
Hildebrant, Gladys	Califon, Hunterdon
Johnson, J. Edward	Lower Bank, Burlington
Renouf, Marjorie	Hamburg, Sussex

Manual Training Course

SENIOR A CLASS

Zurbrugg, Anna F.	Delanco, Burlington
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SENIOR B CLASS

Caldwell, William H.	Petersburg, Cape May
Husted, S. Harley	Newport, Cumberland
Johnson, Coates L.	Cedarville, Cumberland
Mickel, Henrietta F.	Bridgeton, Cumberland
Rice, Alice G.	Bridgeton, Cumberland
Wythes, Dorothy A.	Camden, Camden

JUNIOR A CLASS

Garrison, Katherine J.	Ramsey, Bergen
Small, Sherman T.	Clermont, Cape May

JUNIOR B CLASS

Cooper, Marion O.	Bayonne, Hudson
Crawford, Alma	Freehold, Monmouth

Industrial Arts Course

Bass, Fannie	Trenton, Mercer
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Training School

The New Jersey State Normal School at Trenton maintains a Training School to demonstrate to Normal School students approved methods of teaching and to afford an opportunity for practice teaching.

This school is conducted in the rooms formerly occupied by the Model School and comprises, at the present time, the following grades: Kindergarten, first, second, third, fourth, fifth and sixth grades, and a special class for pupils who cannot adapt themselves to the regular classes.

The instruction is given by the faculty of the Normal School, or under their supervision. The maximum number of pupils allowed in any one grade is thirty. Special teachers are assigned to pupils who find it difficult to keep up with the work of their classes.

Any child living in Trenton or vicinity is entitled to enrollment in the Training School. Since, however, a greater number have applied than can be accommodated, the names of those who cannot be accepted for lack of room are placed on the waiting list and enrolled in the order of their application. Pupils are admitted whenever there is a vacancy.

Promotions are made whenever it is found that a pupil would derive greater benefit by being advanced to a higher grade.

The Training School work is closely related to the work of the Normal School. The gymnasium, the biological and domestic science laboratories, and the manual training shops are at the service of the Training School pupils.

The course of study adopted for the Training School is suggested in the Monographs issued by the Department of Public Instruction for the public schools of the State.

The Faculty Committee on the Training School Course of Study has supervision of the application of the details of the course of study suggested in the Monographs.

The Training School calendar corresponds with the calendar adopted by the Trenton City Board of Education.

FACULTY

WANDELL B. SECOR, B.S.,
Principal

CHARLOTTE HERCKNER,
Assistant Principal

KATE D. STOUT,
Supervisor of Practice

EDNA V. HUGHES,
Kindergarten

MARY M. REED, B.S.,
First and Second Grades

MARGARET E. WELLS, M.A.,
Third Grades

AGNES HUMMER THOMAS,
Fourth Grade

ALICE THOMPSON, B.S.,
Fourth Grade

IDA M. BENNETT, B.S.,
Fifth Grade

SARAH R. BUDD, B.A.,
Sixth Grade

ELIZABETH P. SHEPPARD, B.S.,
Nature Study

COUNTESS MITCHUM, M.A.,
Nature Study

GRACE HEWARD,
Music

EMMA J. LAFETRA,
Music

RACHEL W. TAYLOR,
Drawing

ELIZABETH MACPHERSON, B.S.,
Physical Training

ANNA S. CRESSMAN,
Physical Training

H. B. BOICE, M.D.,
Medical Inspector

Registry of Students

Kindergarten

Brian, Ellen	Berkilhammer, Albert
Fairchild, Marion	Bernstein, Abraham
Garrison, Evelyn	Bowers, Harry
Housekeeper, Lillian	Farley, Eugene
Lee, Isabelle	Feri, Thomas
McDade, Kathryn	Flynn, Robert
McGrory, Katharine	Fort, Leon
Mills, Mary	Healey, George, Jr.
Mocke, Angelina	Housekeeper, Albert
Nee, Frances	Kern, Samuel
Rainey, Elizabeth	Kite, Edward
Reeve, Helen	McKenzie, George
Rogowski, Bernice	Toft, Walter
Stratton, Adeline	Young, John
Suppers, Ruth	
Webster, Elsie	
Williams, Julia	

First Grade

Allen, Catherine	Allen, Lester
Allen, Margaret	Bowers, George William
Bozarth, Alva	Brody, Emanuel
Clark, Catherine	Fort, Clyde
Clayton, Evelyn	Ivins, Daniel
Croot, Gladys	Mathuson, Russell
Greak, Viola	Mountford, William
Harbourt, Helen	Mycock, George
Henry, Marie	Mycock, Harry
Moriarty, Muriel	Olson, Leonard
Oswald, Dorothea	Robison, George
Priest, Vivien	Sharbough, George
Scribner, Helen	Sweeny, James
Thatcher, Claire	Zehner, Paul
Vandewater, Margaret	



A CORNER IN THE SCHOOL GARDEN.

Second Grade

Atkinson, Cynthia	Bedford, John
Bonner, Dorothy	Benison, James
Carnagy, Elizabeth	Bernstein, Alfred
Chapman, Margaret	Bozarth, Kenneth
Clarke, Genevieve	Callan, Frederic
Holmes, Thelma	Healey, Thomas
Ivins, Elizabeth	Jacobson, Russell
Jenkins, Marion E.	Landolt, Martin
Lewallen, Marguerite	Lovett, Thomas Brace
Maguire, Helen	Mahaney, Walter
Robinson, Eleanor	Mayer, Lester
Rogowski, Lillian	Rappoport, Daniel
	Rosati, Andrew
	Rupell, Raymond
	Smith, Ellsworth
	Stockton, Jack P.

Third Grade—Division I

Burnham, Bertha	Ambrose, Robert
Callan, Mary	Benson, Roger
Cheatle, Jane	Bradbury, Harry
Danbury, Elizabeth	Connell, Kenneth
Duschane, Madeline	Cook, George
Edinger, Florence	Cooper, Jonathan
Fenton, Eleanor	Cryan, Charles
Garrison, Edith	Emerson, Gilbert
Goldberg, Bertha	Fell, Henry
Skirm, Charlotte	Finkle, Lester
Wright, Dorothy	Francis, Jack
	Heenan, William

Third Grade—Division II

Aull, Doris	Dunn, Ernest
Bahrenburg, Ruth	Lanning, Wesley
Campbell, Margaret	Lavine, Samuel
Gabello, Lucy	Outcalt, George
Holcomb, Florence	Scribner, Harry
Krister, Mona J.	Suppers, Carl
Lathbury, Alice	Tynan, John
Lees, Marjorie	Vandewater, William
McMahon, Marie	
Olson, Svea	
Ort, Margaret	
Rosati, Alba	
Sweeny, Ethel	
Thompson, Eleanor	
Unverzatt, Helen	
Wenger, Naomi	
Zehner, Pearl	

Fourth Grade—Division I

Birchenough, Beatrice	Atwood, Edward
Burroughs, Carrie	Austin, Robert
Dunn, Veronica	Bernstein, Sidney
Forte, Margaret	Carman, William
Hogan, Madeline	Curtin, Stephen
Kelvey, Ruth	Devine, Israel
Lee, Ella	Freeman, Edgar
Marshall, Charlotte	Hartman, Harold
Morris, Jeanetta	Hulse, George
Mott, Evelyn	Naylor, Roger
Roberts, Myrtle	Stearn, Sydney
Rosati, Ada	Thatcher, Clifford
Smith, Gladys	Serwer, Jesse
Sweeny, Frances	
Temple, Edna	

Fourth Grade—Division II

Askey, Ena	Alexander, Bernard
Brian, Lillian	Atkinson, James
Brody, Lillian	Campbell, Francis
Cole, Anna	Goodman, Wilbur
Downs, Helen	Hixson, George
Francis, Janice	Hughes, Minor
Hall, Minerva	Kent, William
Hoppe, Ruth	Locker, Arthur
Jacobson, Josephine	Smith, Edward
Kerlin, Helen	Stewart, Raymond
Landolt, Mildred	Stockton, Richard
Pullen, Myrtle	Wikoff, Saxon
Rooney, Beatrice	
Young, Eva	

Fifth Grade

Anderson, Marion	Altemus, Sterling
Callan, Alice	Bozarth, Edward
Connell, Helen	Cryan, Roger
Curtin, Margaret	Lea, Charles
Ferry, Katherine	Lewallen, Frank
Forte, Zelda	McGinnis, George
Kern, Elizabeth	Pollock, Charles
Leavitt, Constance	Rupell, Earl
Lees, Mary	Selzer, William
Mott, Elizabeth	Toft, Paul
Pfister, Gladys	Wenger, Theodore
Pfisterer, Anna Mai	Weinmann, William
Plant, Edith	Williams, Charles
Rappoport, Mary	Wismer, Wilson
Revolds, Alice	
Robison, Gertrude	
Van Note, Vivian	
Wilson, Marion	

Sixth Grade

Asay, Delia	Chapman, Russell
Bernstein, Estelle	Fearen, William
Brokaw, Dorothy	Fenton, William
Campbell, Beatrice	Goodman, Russell
Christian, Beatrice	Lathbury, Ernest
Hixson, Mary	Neary, Robert
Judson, Marie	Prince, Leon
Korn, Ethel	Ripley, Martin
Lovett, Anna	Roberts, Clarence
Plant, Viola	Suppers, Clifford
Ripley, Marion	Tynan, Michael
Seitlin, Charlotte	Vannest, David
Snyder, Anna May	
Sweeny, Edith	

Special Class

Donovan, Margaret	Bonner, Kermit
Kerlin, Helen	Heddon, Richard
Lanning, Helen	Nitzberg, Percy
Ronald, Dorothy	Suppers, Martin
	Temple, Wilmer

CALENDAR

1917-1918

First quarter, September 4–November 12.

Second quarter, November 12–February 5.

Third quarter, February 5–April 22.

Fourth quarter, April 22–June 28.

1918-1919

First quarter, September 3–November 11.

Second quarter, November 11–February 4.

Third quarter, February 4–April 14.

Fourth quarter, April 14–June 27.

February 1, 1918, awarding of diplomas to Class of
February, 1918.

February 5, 1918, spring term begins.

March 22–April 1, 1918, spring vacation.

May 30, 1918, Memorial Day.

June 22, 1918, Commencement, 10:30 A. M.

June 22, 1918, Alumni Reunion, 12 M.

September 4, 1918, fall term begins.

November 28–December 2, 1918, Thanksgiving recess.

December 24, 1918–January 2, 1919, Christmas vacation.



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